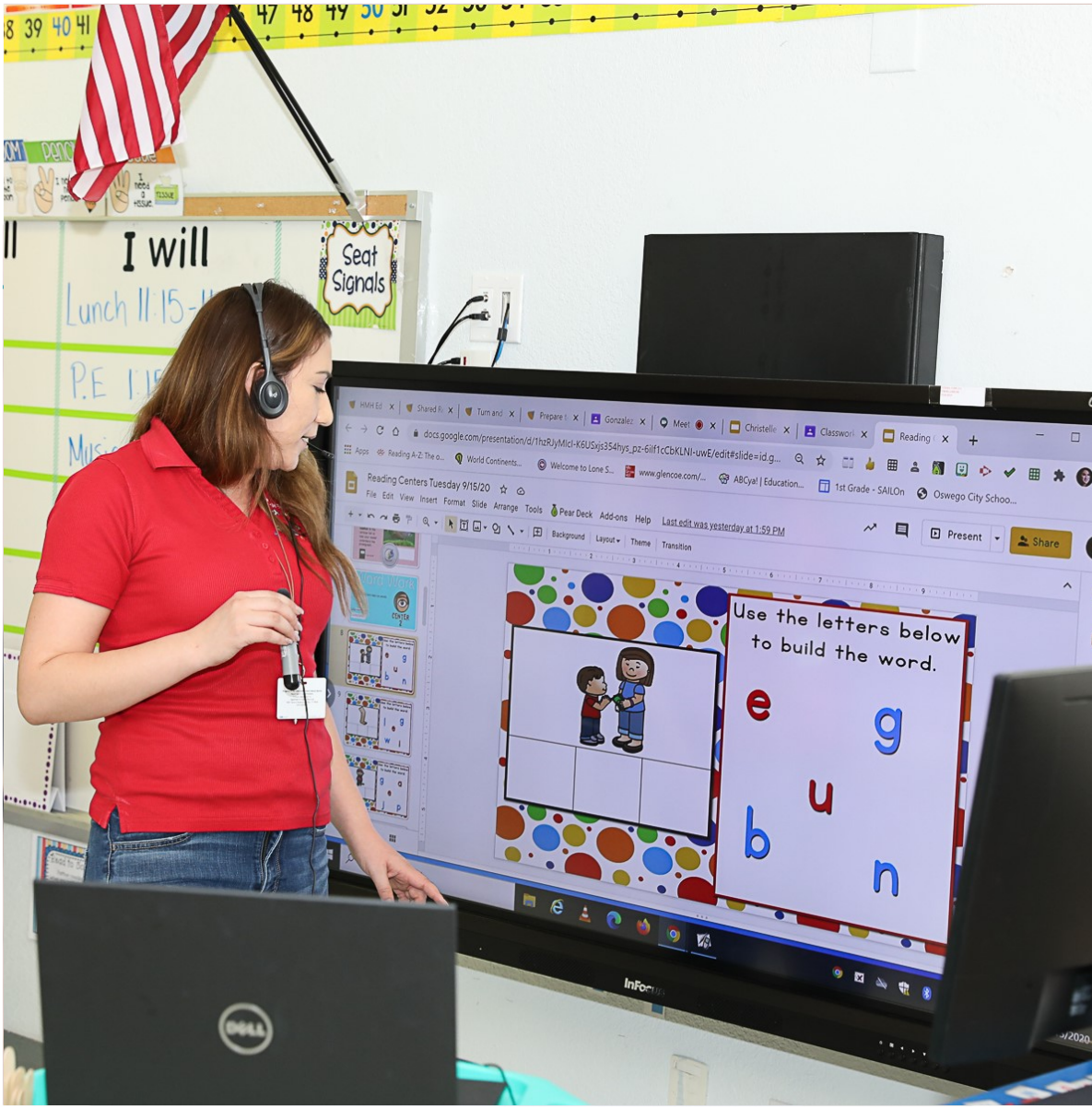
2019-2020
Clint Independent School District
Annual Report

Together...
We Build Tomorrow!



Dr. JUAN I. MARTINEZ
Superintendent

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Together...
We Build Tomorrow!

Clint Independent School District
2019-2020 Annual Report

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Together...
We Build Tomorrow!

Seven Sections of the Annual Report

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a. District

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Together...
We Build Tomorrow!

Section 1: 2019-20 Texas Academic Performance Reports

a. District
b. Each Campus

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

District Number: **071901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: CLINT ISD
County Name: EL PASO
District Number: 071901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	79%	**70%**	*	70%	71%	60%	-	-	*	41%	77%	69%	74%	68%	63%
	2018	77%	82%	**70%**	*	70%	82%	*	*	-	*	30%	76%	70%	70%	68%	63%
At Meets Grade Level or Above	2019	45%	47%	**36%**	*	35%	57%	20%	-	-	*	28%	19%	35%	37%	33%	31%
	2018	43%	45%	**31%**	*	30%	24%	*	*	-	*	15%	24%	32%	27%	28%	24%
At Masters Grade Level	2019	27%	28%	**20%**	*	19%	36%	0%	-	-	*	5%	15%	20%	16%	17%	16%
	2018	25%	25%	**13%**	*	13%	6%	*	*	-	*	4%	12%	13%	13%	12%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	84%	**79%**	*	79%	86%	60%	-	-	*	49%	81%	79%	80%	78%	77%
	2018	78%	83%	**71%**	*	71%	78%	*	*	-	*	44%	78%	71%	73%	70%	67%
At Meets Grade Level or Above	2019	49%	52%	**46%**	*	46%	57%	40%	-	-	*	28%	42%	48%	38%	45%	43%
	2018	47%	51%	**41%**	*	41%	39%	*	*	-	*	19%	48%	41%	40%	38%	37%
At Masters Grade Level	2019	25%	25%	**21%**	*	22%	21%	0%	-	-	*	5%	27%	23%	14%	20%	19%
	2018	23%	24%	**19%**	*	19%	17%	*	*	-	*	6%	33%	19%	15%	18%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	78%	**67%**	*	67%	63%	*	*	-	*	24%	63%	68%	63%	64%	63%
	2018	73%	75%	**62%**	-	62%	56%	*	*	-	*	40%	71%	64%	56%	60%	57%
At Meets Grade Level or Above	2019	44%	46%	**35%**	*	35%	38%	*	*	-	*	13%	21%	36%	31%	32%	29%
	2018	46%	46%	**34%**	-	34%	22%	*	*	-	*	23%	43%	36%	27%	31%	29%
At Masters Grade Level	2019	22%	22%	**15%**	*	14%	13%	*	*	-	*	5%	0%	15%	13%	13%	12%
	2018	24%	23%	**13%**	-	13%	11%	*	*	-	*	5%	10%	14%	12%	11%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	79%	**71%**	*	71%	75%	*	*	-	*	33%	63%	72%	67%	69%	68%
	2018	78%	82%	**70%**	-	70%	75%	*	*	-	60%	44%	80%	72%	63%	69%	68%
At Meets Grade Level or Above	2019	48%	48%	**45%**	*	45%	50%	*	*	-	*	15%	42%	47%	39%	43%	42%
	2018	49%	51%	**37%**	-	37%	43%	*	*	-	40%	29%	40%	39%	33%	36%	35%
At Masters Grade Level	2019	28%	27%	**24%**	*	24%	13%	*	*	-	*	6%	21%	25%	20%	22%	22%
	2018	27%	26%	**17%**	-	17%	11%	*	*	-	20%	4%	16%	18%	16%	16%	17%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	74%	**62%**	*	62%	69%	*	*	-	*	20%	63%	62%	61%	60%	58%
	2018	63%	69%	**58%**	-	58%	54%	*	*	-	60%	31%	63%	61%	51%	57%	57%
At Meets Grade Level or Above	2019	35%	39%	**29%**	*	29%	19%	*	*	-	*	9%	17%	30%	24%	26%	27%
	2018	39%	43%	**33%**	-	33%	29%	*	*	-	20%	23%	33%	36%	24%	31%	32%
At Masters Grade Level	2019	11%	11%	**7%**	*	7%	6%	*	*	-	*	4%	0%	7%	8%	6%	7%
	2018	11%	11%	**4%**	-	4%	4%	*	*	-	0%	1%	8%	5%	2%	4%	3%

District Name: CLINT ISD
County Name: EL PASO
District Number: 071901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	**81%**	-	81%	80%	*	*	-	60%	38%	79%	82%	78%	80%	78%
	2018	84%	87%	**73%**	*	73%	78%	*	-	-	*	44%	71%	74%	70%	71%	66%
At Meets Grade Level or Above	2019	54%	53%	**40%**	-	40%	28%	*	*	-	20%	22%	39%	43%	31%	38%	34%
	2018	54%	54%	**38%**	*	39%	30%	*	-	-	*	19%	38%	41%	32%	37%	33%
At Masters Grade Level	2019	29%	27%	**17%**	-	18%	8%	*	*	-	0%	5%	18%	19%	13%	16%	15%
	2018	26%	24%	**14%**	*	14%	7%	*	-	-	*	1%	8%	14%	11%	12%	9%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	94%	**90%**	-	90%	92%	*	*	-	80%	64%	93%	91%	88%	89%	89%
	2018	91%	94%	**87%**	*	87%	92%	*	-	-	*	62%	83%	87%	87%	86%	86%
At Meets Grade Level or Above	2019	58%	62%	**57%**	-	57%	52%	*	*	-	0%	25%	64%	59%	50%	56%	58%
	2018	58%	64%	**51%**	*	51%	44%	*	-	-	*	23%	46%	53%	43%	48%	49%
At Masters Grade Level	2019	36%	38%	**35%**	-	35%	20%	*	*	-	0%	11%	36%	37%	28%	33%	35%
	2018	30%	32%	**22%**	*	23%	20%	*	-	-	*	5%	25%	25%	15%	21%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	78%	**70%**	-	70%	80%	*	*	-	60%	32%	68%	73%	61%	69%	66%
	2018	76%	81%	**65%**	*	64%	74%	*	-	-	*	27%	58%	67%	58%	62%	58%
At Meets Grade Level or Above	2019	49%	51%	**39%**	-	39%	40%	*	*	-	40%	21%	36%	41%	33%	36%	33%
	2018	41%	44%	**31%**	*	30%	37%	*	-	-	*	17%	42%	33%	24%	28%	24%
At Masters Grade Level	2019	24%	23%	**17%**	-	17%	16%	*	*	-	0%	5%	21%	19%	11%	16%	13%
	2018	17%	17%	**9%**	*	9%	7%	*	-	-	*	2%	13%	10%	8%	9%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	67%	**53%**	*	53%	50%	*	*	*	*	15%	50%	54%	47%	49%	45%
	2018	69%	68%	**63%**	*	62%	79%	-	-	-	*	29%	58%	63%	59%	60%	58%
At Meets Grade Level or Above	2019	37%	34%	**23%**	*	23%	21%	*	*	*	*	6%	30%	25%	18%	21%	18%
	2018	39%	35%	**31%**	*	31%	36%	-	-	-	*	24%	8%	32%	24%	29%	28%
At Masters Grade Level	2019	18%	15%	**9%**	*	9%	14%	*	*	*	*	2%	10%	11%	3%	8%	7%
	2018	19%	16%	**11%**	*	11%	7%	-	-	-	*	7%	4%	12%	7%	10%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	**68%**	*	68%	67%	*	*	*	*	30%	65%	69%	63%	65%	64%
	2018	77%	79%	**71%**	*	71%	80%	-	-	-	*	30%	83%	73%	64%	70%	68%
At Meets Grade Level or Above	2019	47%	46%	**28%**	*	28%	33%	*	*	*	*	9%	25%	30%	21%	26%	25%
	2018	44%	43%	**37%**	*	37%	47%	-	-	-	*	14%	28%	39%	31%	35%	34%
At Masters Grade Level	2019	21%	18%	**8%**	*	8%	13%	*	*	*	*	2%	5%	10%	4%	8%	9%
	2018	18%	16%	**11%**	*	11%	7%	-	-	-	*	7%	3%	13%	5%	10%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**70%**	*	70%	86%	-	-	-	*	23%	70%	72%	63%	69%	64%
	2018	74%	75%	**72%**	*	72%	67%	-	*	-	*	35%	75%	72%	71%	70%	68%

District Name: CLINT ISD
County Name: EL PASO
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	49%	47%	**41%**	*	41%	43%	-	-	-	*	15%	35%	42%	38%	39%	34%
	2018	48%	45%	**36%**	*	35%	47%	-	*	-	*	33%	31%	37%	31%	31%	29%
At Masters Grade Level	2019	29%	26%	**21%**	*	21%	29%	-	-	-	*	4%	25%	22%	18%	20%	16%
	2018	29%	25%	**17%**	*	17%	20%	-	*	-	*	13%	31%	17%	16%	14%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	78%	**74%**	*	74%	100%	-	-	-	*	34%	70%	75%	68%	73%	70%
	2018	72%	74%	**71%**	*	72%	65%	*	*	-	80%	36%	55%	72%	68%	70%	68%
At Meets Grade Level or Above	2019	43%	44%	**39%**	*	39%	57%	-	-	-	*	16%	35%	40%	34%	38%	36%
	2018	40%	39%	**33%**	*	33%	35%	*	*	-	40%	24%	20%	35%	29%	31%	30%
At Masters Grade Level	2019	17%	15%	**13%**	*	13%	29%	-	-	-	*	3%	5%	14%	10%	13%	11%
	2018	18%	16%	**12%**	*	12%	0%	*	*	-	40%	11%	5%	13%	8%	10%	11%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	71%	**66%**	*	66%	71%	-	-	-	*	18%	55%	68%	59%	65%	61%
	2018	69%	69%	**64%**	*	64%	80%	*	*	-	60%	29%	42%	66%	59%	61%	59%
At Meets Grade Level or Above	2019	42%	39%	**34%**	*	34%	29%	-	-	-	*	13%	30%	35%	29%	32%	27%
	2018	43%	41%	**33%**	*	32%	47%	*	*	-	60%	29%	21%	33%	30%	28%	27%
At Masters Grade Level	2019	18%	15%	**12%**	*	12%	14%	-	-	-	*	1%	0%	13%	9%	11%	8%
	2018	15%	11%	**7%**	*	7%	13%	*	*	-	40%	13%	5%	7%	7%	5%	5%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**85%**	*	85%	88%	*	-	-	80%	42%	90%	87%	78%	84%	77%
	2018	86%	86%	**88%**	*	87%	100%	*	-	-	-	55%	67%	89%	82%	87%	81%
At Meets Grade Level or Above	2019	55%	53%	**48%**	*	48%	63%	*	-	-	60%	23%	30%	50%	43%	46%	36%
	2018	49%	46%	**41%**	*	40%	50%	*	-	-	-	23%	44%	43%	31%	38%	23%
At Masters Grade Level	2019	28%	24%	**18%**	*	18%	31%	*	-	-	60%	8%	30%	19%	16%	16%	9%
	2018	27%	23%	**18%**	*	18%	38%	*	-	-	-	10%	22%	18%	19%	15%	6%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	91%	**89%**	*	89%	91%	*	-	-	*	61%	86%	90%	87%	89%	85%
	2018	86%	90%	**89%**	*	88%	92%	*	-	-	-	54%	100%	89%	85%	88%	87%
At Meets Grade Level or Above	2019	57%	57%	**46%**	*	46%	36%	*	-	-	*	27%	14%	48%	40%	45%	38%
	2018	51%	49%	**35%**	*	35%	46%	*	-	-	-	21%	50%	36%	33%	34%	30%
At Masters Grade Level	2019	17%	11%	**7%**	*	7%	9%	*	-	-	*	8%	0%	8%	4%	6%	4%
	2018	15%	11%	**5%**	*	4%	8%	*	-	-	-	3%	0%	5%	4%	4%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	82%	**80%**	*	80%	69%	*	-	-	80%	40%	80%	81%	73%	79%	71%
	2018	76%	77%	**71%**	*	71%	82%	*	-	-	-	28%	56%	73%	64%	70%	59%
At Meets Grade Level or Above	2019	51%	49%	**44%**	*	44%	50%	*	-	-	80%	23%	40%	46%	39%	42%	31%
	2018	52%	50%	**43%**	*	43%	59%	*	-	-	-	16%	44%	46%	34%	41%	28%
At Masters Grade Level	2019	25%	21%	**17%**	*	17%	19%	*	-	-	40%	8%	10%	18%	14%	16%	9%
	2018	28%	24%	**21%**	*	21%	35%	*	-	-	-	2%	33%	23%	13%	20%	9%

District Name: CLINT ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	69%	**71%**	*	71%	69%	*	-	-	80%	38%	80%	72%	66%	69%	60%
	2018	65%	66%	**66%**	*	66%	76%	*	-	-	-	26%	67%	68%	60%	64%	51%
At Meets Grade Level or Above	2019	37%	33%	**34%**	*	34%	50%	*	-	-	40%	22%	20%	36%	29%	32%	23%
	2018	36%	33%	**30%**	*	30%	53%	*	-	-	-	11%	44%	32%	24%	28%	16%
At Masters Grade Level	2019	21%	17%	**18%**	*	17%	31%	*	-	-	20%	7%	10%	18%	15%	17%	10%
	2018	21%	17%	**15%**	*	15%	24%	*	-	-	-	0%	22%	17%	8%	13%	7%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	**65%**	*	65%	82%	*	-	*	*	24%	62%	68%	58%	64%	47%
	2018	65%	63%	**59%**	*	59%	63%	*	*	*	43%	29%	55%	64%	45%	57%	40%
At Meets Grade Level or Above	2019	50%	47%	**41%**	*	40%	67%	*	-	*	*	6%	38%	44%	33%	38%	19%
	2018	44%	40%	**34%**	*	34%	50%	*	*	*	43%	15%	9%	38%	25%	32%	15%
At Masters Grade Level	2019	11%	9%	**7%**	*	6%	18%	*	-	*	*	1%	8%	7%	4%	5%	0%
	2018	7%	5%	**4%**	*	4%	13%	*	*	*	0%	3%	0%	4%	3%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	**65%**	*	64%	69%	*	*	-	80%	25%	44%	67%	56%	63%	42%
	2018	67%	65%	**61%**	*	60%	70%	*	*	*	*	20%	45%	65%	47%	59%	34%
At Meets Grade Level or Above	2019	49%	46%	**41%**	*	40%	56%	*	*	-	20%	14%	22%	45%	28%	38%	15%
	2018	48%	44%	**38%**	*	38%	55%	*	*	*	*	12%	27%	41%	30%	36%	12%
At Masters Grade Level	2019	8%	6%	**3%**	*	3%	0%	*	*	-	0%	1%	0%	4%	1%	2%	0%
	2018	8%	5%	**3%**	*	3%	10%	*	*	*	*	0%	0%	3%	2%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	92%	**90%**	*	90%	93%	*	-	-	*	53%	82%	91%	87%	89%	87%
	2018	83%	88%	**81%**	*	81%	65%	*	*	-	*	40%	100%	83%	74%	81%	75%
At Meets Grade Level or Above	2019	61%	73%	**63%**	*	62%	68%	*	-	-	*	16%	73%	64%	59%	62%	53%
	2018	55%	63%	**48%**	*	48%	50%	*	*	-	*	14%	60%	51%	38%	47%	34%
At Masters Grade Level	2019	37%	49%	**36%**	*	36%	54%	*	-	-	*	5%	55%	38%	29%	35%	25%
	2018	32%	39%	**23%**	*	23%	30%	*	*	-	*	6%	20%	24%	19%	23%	14%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**83%**	*	83%	97%	*	-	-	*	55%	89%	85%	79%	82%	72%
	2018	87%	85%	**81%**	*	81%	89%	*	*	-	67%	53%	83%	85%	69%	80%	67%
At Meets Grade Level or Above	2019	62%	57%	**47%**	*	47%	59%	*	-	-	*	15%	44%	50%	40%	45%	25%
	2018	59%	52%	**45%**	*	45%	58%	*	*	-	50%	18%	50%	49%	34%	43%	22%
At Masters Grade Level	2019	25%	18%	**13%**	*	13%	34%	*	-	-	*	4%	22%	15%	9%	12%	2%
	2018	24%	15%	**11%**	*	10%	21%	*	*	-	17%	1%	17%	12%	6%	9%	1%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**94%**	*	94%	86%	-	*	-	100%	67%	100%	95%	91%	94%	86%
	2018	92%	92%	**92%**	*	92%	94%	*	-	-	*	45%	100%	94%	83%	92%	82%
At Meets Grade Level or Above	2019	73%	72%	**71%**	*	71%	71%	-	*	-	60%	28%	86%	74%	59%	69%	42%
	2018	70%	68%	**67%**	*	67%	81%	*	-	-	*	15%	67%	71%	50%	66%	44%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	40%	**37%**	*	37%	57%	-	*	-	20%	7%	29%	39%	29%	34%	11%
	2018	40%	37%	**32%**	*	31%	56%	*	-	-	*	6%	17%	35%	19%	31%	12%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	80%	**74%**	79%	74%	80%	69%	73%	*	82%	36%	72%	76%	70%	73%	67%
	2018	77%	78%	**71%**	76%	71%	76%	58%	92%	*	68%	37%	70%	73%	65%	70%	64%
At Meets Grade Level or Above	2019	50%	50%	**42%**	54%	42%	49%	33%	64%	*	46%	17%	36%	44%	36%	40%	32%
	2018	48%	48%	**38%**	37%	38%	43%	12%	85%	*	48%	19%	34%	41%	31%	36%	29%
At Masters Grade Level	2019	24%	22%	**17%**	18%	17%	22%	13%	64%	*	27%	5%	16%	18%	13%	16%	12%
	2018	22%	20%	**13%**	12%	13%	16%	8%	46%	*	20%	4%	13%	14%	10%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**69%**	81%	69%	74%	69%	80%	*	80%	28%	68%	71%	64%	67%	59%
	2018	74%	74%	**67%**	75%	67%	73%	44%	83%	*	58%	33%	67%	70%	60%	66%	58%
At Meets Grade Level or Above	2019	48%	46%	**39%**	50%	38%	48%	31%	60%	*	44%	15%	29%	41%	32%	36%	27%
	2018	46%	44%	**35%**	31%	35%	38%	11%	83%	*	50%	19%	28%	38%	28%	33%	24%
At Masters Grade Level	2019	21%	18%	**13%**	19%	13%	17%	13%	60%	*	28%	4%	13%	14%	9%	11%	9%
	2018	19%	17%	**11%**	13%	11%	13%	0%	33%	*	19%	4%	11%	11%	9%	9%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**80%**	91%	80%	86%	71%	*	*	88%	46%	76%	81%	77%	79%	77%
	2018	81%	84%	**77%**	83%	77%	78%	67%	*	-	81%	44%	79%	78%	73%	76%	73%
At Meets Grade Level or Above	2019	52%	55%	**47%**	55%	47%	53%	43%	*	*	41%	19%	44%	49%	41%	46%	42%
	2018	50%	52%	**41%**	42%	41%	43%	11%	*	-	48%	20%	38%	42%	35%	39%	36%
At Masters Grade Level	2019	26%	28%	**22%**	9%	22%	26%	14%	*	*	35%	5%	22%	23%	17%	21%	19%
	2018	24%	24%	**16%**	8%	16%	14%	11%	*	-	24%	6%	16%	17%	12%	15%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	73%	**64%**	*	64%	70%	*	*	-	*	19%	59%	65%	60%	63%	60%
	2018	66%	69%	**61%**	*	61%	63%	*	*	-	60%	30%	53%	63%	55%	59%	58%
At Meets Grade Level or Above	2019	38%	39%	**31%**	*	31%	22%	*	*	-	*	11%	23%	33%	26%	29%	27%
	2018	41%	42%	**33%**	*	33%	35%	*	*	-	40%	25%	28%	35%	27%	30%	29%
At Masters Grade Level	2019	14%	13%	**10%**	*	10%	9%	*	*	-	*	2%	0%	10%	8%	9%	8%
	2018	13%	11%	**5%**	*	5%	7%	*	*	-	20%	6%	7%	6%	5%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**78%**	*	78%	84%	60%	*	-	73%	44%	74%	80%	72%	77%	69%
	2018	80%	81%	**73%**	67%	72%	81%	*	*	-	78%	38%	62%	75%	64%	71%	61%
At Meets Grade Level or Above	2019	54%	53%	**44%**	*	44%	50%	20%	*	-	64%	19%	38%	46%	38%	41%	30%
	2018	51%	49%	**40%**	50%	39%	49%	*	*	-	44%	17%	44%	43%	31%	37%	25%
At Masters Grade Level	2019	25%	20%	**16%**	*	15%	24%	0%	*	-	27%	6%	19%	17%	11%	14%	8%
	2018	23%	19%	**13%**	17%	13%	19%	*	*	-	22%	2%	18%	15%	9%	12%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**82%**	67%	82%	74%	*	*	-	90%	50%	88%	83%	76%	81%	68%
	2018	78%	79%	**78%**	*	78%	85%	*	-	-	*	35%	80%	81%	70%	77%	61%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	53%	**51%**	67%	51%	57%	*	*	-	50%	24%	47%	54%	42%	50%	29%
	2018	53%	51%	**48%**	*	47%	67%	*	-	-	*	13%	53%	51%	35%	46%	25%
At Masters Grade Level	2019	33%	29%	**27%**	17%	27%	39%	*	*	-	20%	7%	18%	28%	21%	25%	10%
	2018	31%	27%	**23%**	*	23%	39%	*	-	-	*	3%	20%	26%	13%	21%	9%

District Name: CLINT ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	**65**	*	65	44	*	*	-	*	56	55	65	63	64	67
	2018	63	63	**57**	-	57	56	*	*	-	*	48	63	59	49	56	58
Grade 4 Mathematics	2019	65	62	**66**	*	66	56	*	*	-	*	57	73	68	61	66	66
	2018	65	66	**52**	-	52	69	*	*	-	*	47	56	52	54	51	54
Grade 5 ELA/Reading	2019	81	80	**81**	-	81	65	*	*	-	*	72	83	81	81	81	82
	2018	80	79	**78**	*	79	56	*	-	-	*	81	82	79	78	81	82
Grade 5 Mathematics	2019	83	85	**89**	-	89	83	*	*	-	*	86	87	90	85	88	90
	2018	81	82	**83**	*	84	69	*	-	-	*	86	81	83	84	84	86
Grade 6 ELA/Reading	2019	42	40	**36**	*	35	36	*	*	-	*	21	25	36	33	34	33
	2018	47	45	**39**	*	39	42	-	-	-	*	43	31	39	39	39	40
Grade 6 Mathematics	2019	54	47	**35**	*	35	43	*	*	-	*	27	28	37	30	35	34
	2018	56	51	**42**	*	43	43	-	-	-	*	35	38	43	40	42	44
Grade 7 ELA/Reading	2019	77	78	**79**	*	79	64	-	-	-	*	69	75	79	79	79	79
	2018	76	77	**77**	*	77	64	-	*	-	*	58	72	77	76	76	77
Grade 7 Mathematics	2019	62	64	**63**	*	62	93	-	-	-	*	47	43	64	58	62	63
	2018	67	68	**66**	*	67	27	*	*	-	*	52	60	67	63	67	68
Grade 8 ELA/Reading	2019	77	79	**80**	*	79	87	*	-	-	100	74	80	80	77	80	80
	2018	79	79	**82**	-	81	94	*	-	-	-	83	78	81	85	80	82
Grade 8 Mathematics	2019	82	86	**90**	*	90	80	*	-	-	*	76	100	90	91	90	90
	2018	81	85	**85**	-	85	88	*	-	-	-	81	81	85	83	85	89
End of Course English II	2019	69	71	**69**	*	69	58	*	*	-	*	62	80	68	73	69	66
	2018	67	70	**64**	*	64	67	-	*	*	*	57	78	65	60	63	56
End of Course Algebra I	2019	75	86	**80**	*	80	84	*	-	-	*	39	80	81	77	80	75
	2018	72	79	**67**	*	66	68	*	*	-	*	32	*	68	60	66	56
All Grades Both Subjects	2019	69	70	**69**	78	69	66	78	71	-	76	56	65	70	67	69	68
	2018	69	70	**66**	60	66	62	94	67	*	48	58	61	66	65	66	66
All Grades ELA/Reading	2019	68	69	**69**	77	69	59	78	*	-	81	57	64	69	68	68	68
	2018	69	69	**67**	38	67	63	*	*	*	38	62	64	67	66	67	67
All Grades Mathematics	2019	70	71	**70**	78	70	72	78	*	-	70	55	65	71	67	70	68
	2018	70	71	**65**	86	65	62	90	*	-	57	54	60	66	64	65	65

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Texas Education Agency
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2019-20 District Prior Year and Student Success Initiative

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	46%	**41%**	*	41%	42%	*	-	-	57%	13%	41%	33%
	2018	38%	42%	**39%**	*	39%	48%	*	-	-	*	19%	39%	32%
Mathematics	2019	45%	56%	**49%**	*	49%	56%	*	-	-	*	29%	49%	42%
	2018	47%	55%	**48%**	*	48%	71%	*	-	-	*	29%	48%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**71%**	-	71%	64%	*	*	-	60%	18%	70%	57%
Students Requiring Accelerated Instruction	2019	22%	20%	**29%**	-	29%	36%	*	*	-	40%	82%	30%	43%
STAAR Cumulative Met Standard	2019	86%	89%	**80%**	-	81%	80%	*	*	-	60%	31%	80%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	**100%**	-	100%	*	*	-	-	*	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	9%	10%	**6%**	-	6%	*	*	-	-	-	8%	6%	5%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	88%	**82%**	-	82%	88%	*	*	-	60%	41%	81%	76%
Students Requiring Accelerated Instruction	2019	17%	12%	**18%**	-	18%	12%	*	*	-	40%	59%	19%	24%
STAAR Cumulative Met Standard	2019	90%	94%	**90%**	-	90%	92%	*	*	-	80%	62%	89%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	21%	**35%**	-	34%	*	-	-	-	-	20%	36%	35%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	78%	**74%**	*	74%	88%	*	-	-	80%	22%	72%	42%
Students Requiring Accelerated Instruction	2019	22%	22%	**26%**	*	26%	13%	*	-	-	20%	78%	28%	58%
STAAR Cumulative Met Standard	2019	85%	85%	**84%**	*	83%	88%	*	-	-	80%	29%	82%	56%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	14%	**11%**	-	11%	-	-	-	-	-	0%	12%	6%
Grade 8 Mathematics														

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2019-20 District Prior Year and Student Success Initiative

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		State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	**79%**	*	80%	73%	*	-	-	*	28%	79%	63%
Students Requiring Accelerated Instruction														
	2019	18%	16%	**21%**	*	20%	27%	*	-	-	*	72%	21%	37%
STAAR Cumulative Met Standard														
	2019	88%	91%	**88%**	*	89%	91%	*	-	-	*	49%	88%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	68%	**59%**	-	58%	*	-	-	-	-	38%	59%	63%

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Texas Education Agency
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2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 19	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	80%	**74%**	65%	65%	-	-	-	47%	83%	47%	65%	55%	56%
	2018	77%	78%	**71%**	56%	56%	*	-	*	39%	42%	38%	53%	48%	48%
At Meets Grade Level or Above	2019	50%	50%	**42%**	30%	30%	-	-	-	13%	33%	13%	33%	21%	22%
	2018	48%	48%	**38%**	22%	22%	*	-	*	8%	12%	8%	21%	15%	16%
At Masters Grade Level	2019	24%	22%	**17%**	12%	12%	-	-	-	3%	0%	3%	12%	7%	8%
	2018	22%	20%	**13%**	6%	6%	*	-	*	1%	1%	1%	5%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**69%**	62%	62%	-	-	-	35%	*	35%	58%	46%	48%
	2018	74%	74%	**67%**	51%	51%	*	-	*	28%	24%	28%	51%	39%	41%
At Meets Grade Level or Above	2019	48%	46%	**39%**	24%	24%	-	-	-	8%	*	8%	27%	15%	16%
	2018	46%	44%	**35%**	17%	17%	*	-	*	4%	4%	4%	18%	10%	11%
At Masters Grade Level	2019	21%	18%	**13%**	9%	9%	-	-	-	1%	*	1%	10%	5%	5%
	2018	19%	17%	**11%**	4%	4%	*	-	*	1%	0%	1%	3%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**80%**	75%	75%	-	-	-	62%	*	62%	74%	68%	69%
	2018	81%	84%	**77%**	68%	68%	*	-	*	54%	52%	54%	64%	62%	62%
At Meets Grade Level or Above	2019	52%	55%	**47%**	42%	42%	-	-	-	21%	*	20%	42%	31%	33%
	2018	50%	52%	**41%**	31%	31%	*	-	*	13%	13%	13%	29%	23%	24%
At Masters Grade Level	2019	26%	28%	**22%**	20%	20%	-	-	-	5%	*	5%	18%	13%	14%
	2018	24%	24%	**16%**	11%	11%	*	-	*	2%	0%	2%	11%	7%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	**64%**	52%	52%	-	-	-	35%	*	34%	56%	46%	47%
	2018	66%	69%	**61%**	48%	48%	-	-	*	19%	*	19%	33%	38%	37%
At Meets Grade Level or Above	2019	38%	39%	**31%**	21%	21%	-	-	-	8%	*	8%	21%	16%	17%
	2018	41%	42%	**33%**	23%	23%	-	-	*	1%	*	1%	14%	15%	15%
At Masters Grade Level	2019	14%	13%	**10%**	6%	6%	-	-	-	3%	*	3%	1%	5%	4%
	2018	13%	11%	**5%**	2%	2%	-	-	*	0%	*	0%	1%	1%	1%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**78%**	54%	54%	-	-	-	57%	*	57%	65%	56%	57%
	2018	80%	81%	**73%**	45%	45%	*	-	-	41%	50%	41%	41%	43%	43%
At Meets Grade Level or Above	2019	54%	53%	**44%**	20%	20%	-	-	-	14%	*	14%	34%	16%	19%
	2018	51%	49%	**40%**	11%	11%	*	-	-	7%	11%	7%	13%	9%	9%
At Masters Grade Level	2019	25%	20%	**16%**	6%	6%	-	-	-	2%	*	2%	11%	3%	5%
	2018	23%	19%	**13%**	2%	2%	*	-	-	1%	0%	1%	3%	1%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**82%**	-	-	-	-	-	52%	-	52%	66%	52%	54%
	2018	78%	79%	**78%**	-	-	-	-	-	45%	75%	43%	52%	45%	46%
At Meets Grade Level or Above	2019	55%	53%	**51%**	-	-	-	-	-	16%	-	16%	29%	16%	17%
	2018	53%	51%	**48%**	-	-	-	-	-	15%	30%	14%	17%	15%	15%
At Masters Grade Level	2019	33%	29%	**27%**	-	-	-	-	-	5%	-	5%	17%	5%	6%
	2018	31%	27%	**23%**	-	-	-	-	-	5%	5%	5%	0%	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**69%**	77%	77%	-	-	-	57%	*	57%	64%	66%	65%
	2018	69%	70%	**66%**	72%	72%	*	-	*	59%	45%	59%	64%	65%	65%
All Grades ELA/Reading	2019	68%	69%	**69%**	75%	75%	-	-	-	60%	*	60%	62%	67%	66%
	2018	69%	69%	**67%**	76%	76%	*	-	-	61%	*	61%	64%	69%	68%
All Grades Mathematics	2019	70%	71%	**70%**	78%	78%	-	-	-	54%	*	54%	66%	65%	65%

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Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 19	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	71%	**65%**	69%	69%	*	-	*	56%	42%	57%	65%	63%	63%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	46%	**41%**	43%	43%	-	-	-	28%	-	28%	31%	34%	33%
	2018	38%	42%	**39%**	31%	31%	*	-	-	32%	*	32%	30%	32%	32%
Mathematics	2019	45%	56%	**49%**	44%	44%	-	-	-	40%	*	40%	46%	42%	42%
	2018	47%	55%	**48%**	48%	48%	-	-	-	38%	*	38%	37%	43%	42%

Texas Education Agency

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Texas Academic Performance Report

2019-20 District STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	93%	95%	85%	83%	100%	*	81%	95%	95%	90%
Not Included in Accountability													
Mobile	4%	3%	**4%**	7%	4%	10%	9%	0%	*	18%	4%	3%	5%
Other Exclusions	1%	2%	**2%**	0%	2%	5%	9%	0%	*	1%	1%	2%	5%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	*	99%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	73%	95%	91%	90%	81%	*	87%	95%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**4%**	27%	4%	6%	10%	0%	*	6%	4%	4%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	2%	0%	19%	*	5%	0%	2%	5%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	*	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

District Number: 071901

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.2%	**96.0%**	95.3%	96.0%	95.8%	96.1%	94.7%	*	96.0%	94.7%	95.9%	96.1%
2017-18	95.4%	95.3%	**95.9%**	95.0%	96.0%	95.7%	95.9%	96.6%	*	95.8%	94.7%	95.8%	96.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	**0.1%**	0.0%	0.1%	0.0%	*	*	-	0.0%	0.0%	0.1%	0.0%
2017-18	0.4%	0.3%	**0.1%**	0.0%	0.1%	0.0%	*	*	-	0.0%	0.7%	0.1%	0.2%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.2%	**0.9%**	0.0%	0.9%	1.5%	0.0%	*	-	4.8%	1.8%	1.0%	1.5%
2017-18	1.9%	2.1%	**0.6%**	0.0%	0.6%	0.9%	0.0%	*	*	0.0%	0.4%	0.7%	1.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	87.9%	**94.0%**	100.0%	93.8%	95.7%	-	-	-	100.0%	83.3%	93.3%	87.0%
Received TxCHSE	0.5%	0.9%	**0.9%**	0.0%	0.9%	0.0%	-	-	-	0.0%	0.0%	1.1%	0.0%
Continued HS	3.7%	5.2%	**2.5%**	0.0%	2.6%	0.0%	-	-	-	0.0%	11.9%	2.8%	8.0%
Dropped Out	5.9%	6.1%	**2.6%**	0.0%	2.6%	4.3%	-	-	-	0.0%	4.8%	2.9%	5.0%
Graduates and TxCHSE	90.4%	88.7%	**94.8%**	100.0%	94.7%	95.7%	-	-	-	100.0%	83.3%	94.3%	87.0%
Graduates, TxCHSE, and Continuers	94.1%	93.9%	**97.4%**	100.0%	97.4%	95.7%	-	-	-	100.0%	95.2%	97.1%	95.0%
Class of 2018													
Graduated	90.0%	87.2%	**94.7%**	*	94.6%	95.8%	-	-	-	*	92.1%	94.2%	85.4%
Received TxCHSE	0.4%	0.9%	**0.9%**	*	1.0%	0.0%	-	-	-	*	0.0%	0.8%	2.4%
Continued HS	3.8%	5.9%	**2.0%**	*	2.1%	0.0%	-	-	-	*	7.9%	2.1%	8.5%
Dropped Out	5.7%	6.0%	**2.4%**	*	2.3%	4.2%	-	-	-	*	0.0%	2.8%	3.7%
Graduates and TxCHSE	90.4%	88.1%	**95.6%**	*	95.6%	95.8%	-	-	-	*	92.1%	95.1%	87.8%
Graduates, TxCHSE, and Continuers	94.3%	94.0%	**97.6%**	*	97.7%	95.8%	-	-	-	*	100.0%	97.2%	96.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	90.7%	**96.0%**	*	96.0%	95.8%	-	-	-	*	100.0%	95.7%	90.2%
Received TxCHSE	0.6%	1.1%	**1.1%**	*	1.1%	0.0%	-	-	-	*	0.0%	1.0%	2.4%
Continued HS	1.1%	1.6%	**0.3%**	*	0.3%	0.0%	-	-	-	*	0.0%	0.3%	2.4%
Dropped Out	6.1%	6.7%	**2.7%**	*	2.6%	4.2%	-	-	-	*	0.0%	3.0%	4.9%
Graduates and TxCHSE	92.8%	91.7%	**97.1%**	*	97.1%	95.8%	-	-	-	*	100.0%	96.7%	92.7%
Graduates, TxCHSE, and Continuers	93.9%	93.3%	**97.3%**	*	97.4%	95.8%	-	-	-	*	100.0%	97.0%	95.1%
Class of 2017													
Graduated	92.0%	90.1%	**96.6%**	*	96.6%	95.0%	*	-	-	*	92.3%	96.2%	88.7%
Received TxCHSE	0.6%	1.2%	**0.6%**	*	0.6%	0.0%	*	-	-	*	0.0%	0.6%	0.0%
Continued HS	1.1%	1.7%	**0.1%**	*	0.1%	0.0%	*	-	-	*	2.6%	0.0%	0.0%
Dropped Out	6.3%	7.0%	**2.6%**	*	2.6%	5.0%	*	-	-	*	5.1%	3.1%	11.3%
Graduates and TxCHSE	92.6%	91.3%	**97.3%**	*	97.3%	95.0%	*	-	-	*	92.3%	96.9%	88.7%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**97.4%**	*	97.4%	95.0%	*	-	-	*	94.9%	96.9%	88.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

District Number: 071901

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	90.8%	**96.7%**	*	96.8%	95.0%	*	-	-	*	94.7%	96.2%	88.7%
Received TxCHSE	0.7%	1.3%	**0.6%**	*	0.6%	0.0%	*	-	-	*	0.0%	0.6%	0.0%
Continued HS	0.6%	0.7%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.1%	**2.6%**	*	2.6%	5.0%	*	-	-	*	5.3%	3.1%	11.3%
Graduates and TxCHSE	93.2%	92.2%	**97.4%**	*	97.4%	95.0%	*	-	-	*	94.7%	96.9%	88.7%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**97.4%**	*	97.4%	95.0%	*	-	-	*	94.7%	96.9%	88.7%
Class of 2016													
Graduated	92.1%	89.9%	**93.2%**	*	93.1%	94.7%	*	-	-	-	88.0%	92.5%	80.6%
Received TxCHSE	0.8%	1.6%	**0.9%**	*	0.8%	5.3%	*	-	-	-	0.0%	1.1%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	8.0%	**5.9%**	*	6.1%	0.0%	*	-	-	-	12.0%	6.4%	19.4%
Graduates and TxCHSE	92.9%	91.5%	**94.1%**	*	93.9%	100.0%	*	-	-	-	88.0%	93.6%	80.6%
Graduates, TxCHSE, and Continuers	93.4%	92.0%	**94.1%**	*	93.9%	100.0%	*	-	-	-	88.0%	93.6%	80.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	87.9%	**91.5%**	100.0%	91.2%	95.7%	-	-	-	100.0%	76.1%	90.8%	81.3%
Class of 2018	90.0%	87.2%	**93.3%**	*	93.2%	95.8%	-	-	-	*	83.3%	92.9%	79.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	85.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	89.5%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.5%	**0.1%**	0.0%	0.1%	0.0%	-	-	-	0.0%	3.7%	0.2%	0.0%
Class of 2018	5.0%	2.2%	**0.1%**	*	0.2%	0.0%	-	-	-	*	0.0%	0.2%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	93.8%	**97.4%**	100.0%	97.5%	95.2%	-	-	-	100.0%	88.9%	97.7%	92.7%
Class of 2018	82.0%	94.0%	**98.8%**	*	98.8%	100.0%	-	-	-	*	78.3%	98.5%	96.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	95.3%	**97.6%**	100.0%	97.6%	95.2%	-	-	-	100.0%	92.6%	97.8%	92.7%
Class of 2018	86.8%	96.1%	**99.0%**	*	99.0%	100.0%	-	-	-	*	78.3%	98.7%	96.9%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	64.3%	**40.0%**	-	*	*	-	-	-	-	*	*	-
2017-18	37.7%	68.5%	**50.0%**	-	42.9%	*	-	-	-	*	12.5%	40.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.8%	**0.1%**	0.0%	0.1%	0.0%	-	-	-	0.0%	3.6%	0.2%	0.0%
2017-18	4.9%	2.3%	**0.1%**	*	0.1%	0.0%	-	-	-	*	0.0%	0.2%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	92.2%	**97.1%**	100.0%	97.2%	90.5%	-	-	-	100.0%	85.7%	97.4%	92.0%
2017-18	81.5%	93.0%	**98.9%**	*	98.8%	100.0%	-	-	-	*	78.3%	98.5%	96.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

District Number: 071901

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	93.6%	**96.9%**	100.0%	97.1%	86.4%	-	-	-	100.0%	83.3%	97.4%	92.0%
2017-18	85.1%	94.1%	**97.9%**	*	97.8%	100.0%	-	-	-	*	61.3%	97.7%	96.8%

District Name: CLINT ISD

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Texas Education Agency

Texas Academic Performance Report

2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	774	100.0%	355,615	100.0%
By Ethnicity:				
African American	6	0.8%	43,953	12.4%
Hispanic	738	95.3%	180,673	50.8%
White	23	3.0%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	7	0.9%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	3	0.4%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	2	0.3%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	30	3.9%	51,579	14.5%
Foundation H.S. Program (Endorsement)	1	0.1%	15,160	4.3%
Foundation H.S. Program (DLA)	738	95.3%	285,538	80.3%
Special Education Graduates	39	5.0%	27,598	7.8%
Economically Disadvantaged Graduates	620	80.1%	186,364	52.4%
LEP Graduates	93	12.0%	25,189	7.1%
At-Risk Graduates	335	43.3%	146,432	41.2%

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

District Number: 071901

2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.9%	**78.0%**	83.3%	77.8%	82.6%	-	-	-	71.4%	93.6%	78.3%	66.7%
2017-18	65.5%	62.2%	**71.0%**	*	71.6%	50.0%	-	-	-	*	62.8%	70.7%	49.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	58.0%	**63.7%**	50.0%	63.8%	69.6%	-	-	-	42.9%	43.6%	63.9%	45.2%
2017-18	50.0%	48.1%	**55.6%**	*	55.9%	42.3%	-	-	-	*	7.0%	55.3%	29.4%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	65.8%	**68.9%**	50.0%	69.1%	73.9%	-	-	-	42.9%	43.6%	67.9%	46.2%
2017-18	58.2%	56.7%	**58.0%**	*	57.6%	61.5%	-	-	-	*	7.0%	55.7%	38.2%
Mathematics													
2018-19	48.6%	55.7%	**68.5%**	33.3%	68.8%	69.6%	-	-	-	57.1%	61.5%	68.2%	63.4%
2017-18	46.0%	44.5%	**55.4%**	*	55.6%	46.2%	-	-	-	*	34.9%	55.5%	36.8%
Both Subjects													
2018-19	44.2%	47.5%	**55.6%**	16.7%	55.7%	65.2%	-	-	-	42.9%	43.6%	55.0%	36.6%
2017-18	42.1%	37.1%	**41.9%**	*	42.0%	34.6%	-	-	-	*	4.7%	40.7%	20.6%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	24.8%	**31.8%**	33.3%	32.0%	26.1%	-	-	-	28.6%	0.0%	29.8%	2.2%
2017-18	20.7%	23.0%	**33.9%**	*	33.9%	30.8%	-	-	-	*	0.0%	33.0%	1.5%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.3%	**17.1%**	33.3%	17.5%	4.3%	-	-	-	0.0%	0.0%	16.1%	12.9%
2017-18	20.4%	17.0%	**17.3%**	*	17.7%	7.7%	-	-	-	*	2.3%	17.2%	13.2%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	4.1%	**7.6%**	0.0%	7.7%	8.7%	-	-	-	0.0%	0.0%	6.5%	0.0%
2017-18	1.4%	4.1%	**9.8%**	*	10.2%	0.0%	-	-	-	*	0.0%	10.6%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	3.0%	**5.0%**	16.7%	5.1%	0.0%	-	-	-	0.0%	0.0%	4.4%	1.1%
2017-18	1.0%	0.3%	**1.9%**	*	1.8%	3.8%	-	-	-	*	0.0%	1.7%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	38.0%	**36.8%**	41.7%	36.4%	43.5%	-	-	-	50.0%	83.3%	37.7%	44.6%
2017-18	28.7%	26.0%	**33.3%**	*	33.6%	23.1%	-	-	-	*	60.5%	32.8%	27.2%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	8.1%	**2.7%**	0.0%	2.7%	4.3%	-	-	-	0.0%	0.0%	3.1%	0.0%
2017-18	4.8%	5.0%	**9.8%**	*	10.2%	0.0%	-	-	-	*	4.7%	9.7%	5.9%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

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Texas Academic Performance Report

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2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.6%	**0.8%**	0.0%	0.7%	0.0%	-	-	-	14.3%	15.4%	0.6%	2.2%
2017-18	1.7%	0.4%	**0.3%**	*	0.3%	0.0%	-	-	-	*	4.7%	0.2%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	51.5%	**54.1%**	50.0%	54.2%	47.8%	-	-	-	71.4%	53.8%	55.5%	57.0%
2017-18	38.7%	31.6%	**43.1%**	*	44.0%	23.1%	-	-	-	*	51.2%	41.0%	30.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.8%	**7.6%**	0.0%	7.5%	13.0%	-	-	-	14.3%	7.7%	7.9%	11.8%
2017-18	4.3%	4.9%	**5.3%**	*	5.0%	11.5%	-	-	-	*	0.0%	5.9%	4.4%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.5%	**3.2%**	16.7%	3.0%	4.3%	-	-	-	14.3%	64.1%	3.4%	9.7%
2017-18	2.6%	3.4%	**2.6%**	*	2.6%	3.8%	-	-	-	*	44.2%	2.6%	5.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

2019-20 District CCMR-Related Indicators

District Number: 071901

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	42.1%	**37.7%**	50.0%	37.5%	43.5%	-	-	-	28.6%	5.1%	35.5%	4.3%
2017-18	32.1%	41.5%	**35.4%**	*	35.3%	34.6%	-	-	-	*	0.0%	32.2%	2.9%
Mathematics													
2018-19	24.7%	31.2%	**31.4%**	33.3%	32.0%	17.4%	-	-	-	14.3%	0.0%	31.5%	4.3%
2017-18	23.7%	29.3%	**25.4%**	*	25.5%	15.4%	-	-	-	*	0.0%	25.0%	5.9%
Both Subjects													
2018-19	18.8%	25.0%	**23.1%**	16.7%	23.4%	17.4%	-	-	-	14.3%	0.0%	22.1%	1.1%
2017-18	18.1%	23.8%	**18.5%**	*	18.4%	15.4%	-	-	-	*	0.0%	17.6%	1.5%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.2%	**54.5%**	50.0%	54.6%	47.8%	-	-	-	71.4%	53.8%	55.8%	57.0%
2017-18	58.4%	48.1%	**54.7%**	*	55.2%	42.3%	-	-	-	*	60.5%	52.7%	45.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	13.8%	**28.3%**	0.0%	28.3%	39.1%	-	-	-	14.3%	41.0%	29.0%	40.9%
2017-18	2.0%	2.8%	**16.6%**	*	16.5%	19.2%	-	-	-	*	7.0%	16.7%	32.4%
Mathematics													
2018-19	7.3%	20.1%	**38.6%**	0.0%	38.8%	52.2%	-	-	-	14.3%	61.5%	39.2%	61.3%
2017-18	3.9%	8.3%	**25.9%**	*	26.1%	19.2%	-	-	-	*	32.6%	26.8%	32.4%
Both Subjects													
2018-19	2.6%	9.1%	**23.0%**	0.0%	22.9%	39.1%	-	-	-	0.0%	41.0%	23.4%	33.3%
2017-18	0.9%	1.3%	**12.0%**	*	12.1%	7.7%	-	-	-	*	4.7%	12.3%	19.1%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	22.0%	**28.9%**	55.6%	28.8%	28.8%	*	-	-	18.2%	n/a	27.2%	n/a
2018	25.8%	22.8%	**24.4%**	33.3%	24.3%	26.8%	-	*	-	22.2%	n/a	23.2%	n/a
English Language Arts													
2019	14.5%	10.4%	**11.3%**	22.2%	11.5%	5.8%	*	-	-	0.0%	n/a	10.2%	n/a
2018	15.3%	10.7%	**7.5%**	11.1%	7.5%	8.9%	-	*	-	0.0%	n/a	6.4%	n/a
Mathematics													
2019	7.4%	4.5%	**3.7%**	0.0%	3.7%	5.8%	*	-	-	0.0%	n/a	3.3%	n/a
2018	7.3%	4.8%	**5.5%**	0.0%	5.4%	10.7%	-	*	-	0.0%	n/a	5.2%	n/a
Science													
2019	10.4%	6.6%	**13.4%**	44.4%	13.1%	15.4%	*	-	-	0.0%	n/a	12.4%	n/a
2018	10.8%	7.9%	**10.8%**	22.2%	10.9%	7.1%	-	*	-	11.1%	n/a	10.2%	n/a
Social Studies													
2019	13.9%	8.4%	**10.6%**	22.2%	10.3%	13.5%	*	-	-	18.2%	n/a	9.8%	n/a
2018	14.5%	8.8%	**3.9%**	22.2%	3.6%	5.4%	-	*	-	22.2%	n/a	3.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	37.4%	**24.8%**	40.0%	25.3%	13.3%	*	-	-	*	n/a	24.0%	n/a
2018	50.7%	33.3%	**29.8%**	*	30.9%	13.3%	-	-	-	*	n/a	31.1%	n/a
English Language Arts													
2019	41.2%	23.1%	**9.6%**	*	9.3%	*	-	-	-	-	n/a	8.2%	n/a
2018	42.5%	21.0%	**5.8%**	*	6.1%	0.0%	-	-	-	-	n/a	6.0%	n/a

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

2019-20 District CCMR-Related Indicators

District Number: 071901

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	29.1%	**32.8%**	-	32.7%	*	-	-	-	-	n/a	27.9%	n/a
2018	52.8%	29.1%	**17.0%**	-	18.3%	0.0%	-	-	-	-	n/a	16.2%	n/a
Science													
2019	40.6%	15.1%	**8.6%**	*	8.6%	12.5%	*	-	-	-	n/a	5.5%	n/a
2018	38.0%	13.1%	**6.9%**	*	7.2%	*	-	-	-	*	n/a	6.7%	n/a
Social Studies													
2019	46.3%	25.1%	**7.8%**	*	7.8%	14.3%	*	-	-	*	n/a	5.4%	n/a
2018	44.6%	24.2%	**0.0%**	*	0.0%	*	-	-	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	95.3%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	100.0%	n/a	100.0%	n/a
2017-18	74.6%	93.7%	**100.0%**	*	100.0%	100.0%	-	-	-	*	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	20.7%	**17.1%**	16.7%	17.1%	15.4%	-	-	-	28.6%	n/a	14.8%	n/a
2017-18	37.9%	21.3%	**15.1%**	*	15.0%	21.4%	-	-	-	*	n/a	13.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	938	**915**	915	915	915	-	-	-	914	n/a	903	n/a
2017-18	1036	939	**907**	*	905	963	-	-	-	*	n/a	899	n/a
English Language Arts and Writing													
2018-19	517	472	**457**	448	457	462	-	-	-	467	n/a	451	n/a
2017-18	521	472	**453**	*	451	484	-	-	-	*	n/a	448	n/a
Mathematics													
2018-19	510	466	**457**	467	457	453	-	-	-	447	n/a	452	n/a
2017-18	515	467	**455**	*	454	480	-	-	-	*	n/a	451	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	19.4	**20.1**	-	20.1	-	-	-	-	-	n/a	19.6	n/a
2017-18	20.6	19.2	**17.4**	-	17.3	*	-	-	-	*	n/a	16.9	n/a
English Language Arts													
2018-19	20.3	18.9	**19.5**	-	19.5	-	-	-	-	-	n/a	18.9	n/a
2017-18	20.3	18.7	**16.7**	-	16.4	*	-	-	-	*	n/a	15.8	n/a
Mathematics													
2018-19	20.4	19.5	**20.8**	-	20.8	-	-	-	-	-	n/a	20.4	n/a
2017-18	20.6	19.3	**17.5**	-	17.4	*	-	-	-	*	n/a	17.2	n/a
Science													
2018-19	20.8	19.8	**20.3**	-	20.3	-	-	-	-	-	n/a	20.1	n/a
2017-18	20.9	19.6	**18.3**	-	18.2	*	-	-	-	*	n/a	18.0	n/a

Texas Education Agency

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Texas Academic Performance Report

2019-20 District Other Postsecondary Indicators

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	46.0%	**44.4%**	66.7%	44.7%	35.8%	37.5%	*	-	44.4%	21.8%	43.1%	29.2%
2017-18	43.4%	45.1%	**44.1%**	43.8%	44.1%	48.6%	*	*	*	31.3%	32.8%	43.2%	28.0%
English Language Arts													
2018-19	17.8%	16.6%	**20.8%**	33.3%	21.1%	14.8%	28.6%	*	-	5.9%	11.4%	20.1%	15.2%
2017-18	17.3%	16.9%	**21.6%**	12.5%	21.8%	20.6%	*	*	*	13.3%	16.7%	21.2%	13.8%
Mathematics													
2018-19	20.4%	17.9%	**17.5%**	36.4%	17.7%	11.4%	0.0%	*	-	28.6%	1.7%	16.9%	4.8%
2017-18	20.7%	19.9%	**19.1%**	12.5%	19.0%	24.8%	*	*	*	14.3%	5.9%	18.1%	6.4%
Science													
2018-19	21.7%	25.4%	**23.6%**	63.6%	23.6%	18.4%	0.0%	*	-	35.7%	8.7%	22.9%	12.0%
2017-18	21.2%	24.5%	**19.0%**	18.8%	19.0%	21.4%	*	*	*	15.4%	10.0%	18.7%	7.0%
Social Studies													
2018-19	23.6%	22.2%	**17.0%**	33.3%	17.1%	14.3%	40.0%	*	-	11.8%	1.7%	15.8%	2.8%
2017-18	22.8%	20.0%	**13.6%**	25.0%	13.5%	14.9%	*	*	*	28.6%	0.0%	12.4%	1.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	57.5%	**52.2%**	*	52.8%	34.6%	-	-	-	*	25.0%	50.5%	36.8%
2016-17	54.6%	59.4%	**56.7%**	*	56.7%	63.2%	*	-	-	-	36.6%	55.2%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	47.0%	**53.5%**	-	53.7%	55.6%	-	-	-	*	9.1%	52.4%	24.0%
2016-17	59.2%	46.1%	**43.5%**	*	43.4%	50.0%	-	-	-	-	6.7%	43.6%	0.0%

Texas Education Agency

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Texas Academic Performance Report

2019-20 District Student Information

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	11,195	100.0%	5,479,173	100.0%	11,222	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	14	0.1%	16,848	0.3%	17	0.2%	25,883	0.5%
Pre-Kindergarten	592	5.3%	248,413	4.5%	592	5.3%	249,226	4.5%
Kindergarten	708	6.3%	383,585	7.0%	708	6.3%	384,114	7.0%
Grade 1	722	6.4%	391,175	7.1%	722	6.4%	391,449	7.1%
Grade 2	710	6.3%	388,370	7.1%	711	6.3%	388,675	7.1%
Grade 3	757	6.8%	391,565	7.1%	757	6.7%	391,795	7.1%
Grade 4	783	7.0%	399,883	7.3%	783	7.0%	400,111	7.3%
Grade 5	848	7.6%	417,272	7.6%	848	7.6%	417,444	7.6%
Grade 6	877	7.8%	422,605	7.7%	877	7.8%	422,740	7.7%
Grade 7	897	8.0%	423,421	7.7%	897	8.0%	423,545	7.7%
Grade 8	883	7.9%	411,170	7.5%	883	7.9%	411,272	7.5%
Grade 9	1,036	9.3%	448,929	8.2%	1,036	9.2%	449,122	8.2%
Grade 10	839	7.5%	406,785	7.4%	839	7.5%	407,044	7.4%
Grade 11	829	7.4%	376,894	6.9%	831	7.4%	377,208	6.9%
Grade 12	700	6.3%	352,258	6.4%	721	6.4%	354,312	6.4%
Ethnic Distribution:								
African American	35	0.3%	691,582	12.6%	35	0.3%	692,925	12.6%
Hispanic	10,641	95.1%	2,892,928	52.8%	10,666	95.0%	2,899,504	52.8%
White	394	3.5%	1,477,699	27.0%	396	3.5%	1,483,688	27.0%
American Indian	39	0.3%	19,999	0.4%	39	0.3%	20,062	0.4%
Asian	11	0.1%	250,065	4.6%	11	0.1%	250,463	4.6%
Pacific Islander	6	0.1%	8,466	0.2%	6	0.1%	8,481	0.2%
Two or More Races	69	0.6%	138,434	2.5%	69	0.6%	138,817	2.5%
Sex:								
Female	5,463	48.8%	2,673,270	48.8%	5,471	48.8%	2,678,619	48.8%
Male	5,732	51.2%	2,805,903	51.2%	5,751	51.2%	2,815,321	51.2%
Economically Disadvantaged	9,661	86.3%	3,303,974	60.3%	9,679	86.3%	3,309,610	60.2%
Non-Educationally Disadvantaged	1,534	13.7%	2,175,199	39.7%	1,543	13.7%	2,184,330	39.8%
Section 504 Students	263	2.3%	376,734	6.9%	264	2.4%	376,956	6.9%
English Learners (EL)	4,395	39.3%	1,112,674	20.3%	4,412	39.3%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	148	1.2%	82,551	1.5%				
Students w/ Dyslexia	78	0.7%	224,619	4.1%	78	0.7%	224,741	4.1%
Foster Care	10	0.1%	17,393	0.3%	10	0.1%	17,451	0.3%
Homeless	159	1.4%	78,178	1.4%	159	1.4%	78,296	1.4%
Immigrant	136	1.2%	126,747	2.3%	136	1.2%	126,858	2.3%
Migrant	47	0.4%	18,888	0.3%	47	0.4%	18,992	0.3%
Title I	11,195	100.0%	3,568,526	65.1%	11,222	100.0%	3,576,850	65.1%
Military Connected	284	2.5%	105,751	1.9%	284	2.5%	105,787	1.9%
At-Risk	6,991	62.4%	2,773,390	50.6%	7,014	62.5%	2,776,481	50.5%

Texas Education Agency

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Texas Academic Performance Report

2019-20 District Student Information

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	3,869	34.6%	1,128,904	20.6%	3,885	34.6%	1,129,558	20.6%
Career & Technical Education	3,291	29.4%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	1,342	39.4%	805,496	50.8%	1,343	39.2%	806,117	50.8%
Gifted & Talented Education	509	4.5%	444,125	8.1%	509	4.5%	444,196	8.1%
Special Education	1,122	10.0%	577,868	10.5%	1,127	10.0%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,122		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	615	54.8%	245,216	42.4%				
Students with Physical Disabilities	226	20.1%	123,847	21.4%				
Students with Autism	90	8.0%	79,952	13.8%				
Students with Behavioral Disabilities	174	15.5%	120,042	20.8%				
Students with Non-Categorical Early Childhood	17	1.5%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	1,364	12.6%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.6%	0.0%	5.5%
Grade 1	0.0%	2.9%	1.3%	4.9%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.9%	0.0%	0.8%
Grade 4	0.1%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	1.2%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	13.2%	7.8%	16.7%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,686	0.2%

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.3	19.0
Grade 1	19.9	18.9
Grade 2	19.3	18.8
Grade 3	19.4	19.0
Grade 4	23.5	19.2
Grade 5	19.7	20.9
Grade 6	17.6	20.4
Secondary:		
English/Language Arts	16.6	16.4
Foreign Languages	21.3	18.7
Mathematics	16.9	17.8
Science	18.0	18.8
Social Studies	17.9	19.3

Texas Education Agency

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Texas Academic Performance Report

2019-20 District Staff Information

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	1,522.6	100.0%	734,726.4	100.0%
Professional Staff:	918.2	60.3%	468,132.4	63.7%
Teachers	698.3	45.9%	363,121.3	49.4%
Professional Support	137.0	9.0%	74,698.8	10.2%
Campus Administration (School Leadership)	41.9	2.7%	21,960.1	3.0%
Central Administration	41.1	2.7%	8,352.3	1.1%
Educational Aides:	138.6	9.1%	78,096.8	10.6%
Auxiliary Staff:	465.7	30.6%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	12.0	n/a	4,373.0	n/a
Part-time	1.0	n/a	595.0	n/a
Counselors				
Full-time	31.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	1,430.7	94.0%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	4.0	0.6%	39,132.5	10.8%
Hispanic	643.5	92.2%	102,099.7	28.1%
White	47.8	6.8%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	2.0	0.3%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	1.0	0.1%	4,165.2	1.1%
Males	213.5	30.6%	86,302.4	23.8%
Females	484.8	69.4%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	14.0	2.0%	4,859.9	1.3%
Bachelors	491.2	70.3%	266,596.3	73.4%
Masters	188.1	26.9%	89,088.4	24.5%
Doctorate	5.0	0.7%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	37.4	5.4%	26,878.7	7.4%
1-5 Years Experience	217.2	31.1%	101,305.8	27.9%
6-10 Years Experience	137.5	19.7%	70,305.4	19.4%
11-20 Years Experience	228.4	32.7%	106,767.7	29.4%
Over 20 Years Experience	77.7	11.1%	57,863.9	15.9%
Number of Students per Teacher	16.0	n/a	15.1	n/a

Texas Education Agency

District Name: CLINT ISD

Texas Academic Performance Report

County Name: EL PASO

District Number: 071901

2019-20 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.2	6.2
Average Years Experience of Principals with District	4.3	5.3
Average Years Experience of Assistant Principals	4.8	5.3
Average Years Experience of Assistant Principals with District	4.1	4.7
Average Years Experience of Teachers:	10.3	11.1
Average Years Experience of Teachers with District:	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$51,813	$49,868
1-5 Years Experience	$52,889	$52,823
6-10 Years Experience	$54,748	$55,756
11-20 Years Experience	$58,129	$59,308
Over 20 Years Experience	$65,736	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$56,342	$57,091
Professional Support	$68,378	$67,352
Campus Administration (School Leadership)	$85,496	$82,512
Central Administration	$89,367	$108,367
Instructional Staff Percent:	58.5%	64.6%
Turnover Rate for Teachers:	11.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency

District Name: CLINT ISD

County Name: EL PASO

District Number: 071901

Texas Academic Performance Report

2019-20 District Staff Information

Program Information	District Count	District Percent	State Count	State Percent
Teachers by Program (population served):				
Bilingual/ESL Education	134.9	19.3%	23,626.0	6.5%
Career & Technical Education	32.2	4.6%	18,120.4	5.0%
Compensatory Education	14.0	2.0%	10,147.3	2.8%
Gifted & Talented Education	2.3	0.3%	7,053.3	1.9%
Regular Education	436.7	62.5%	257,548.7	70.9%
Special Education	61.7	8.8%	33,620.4	9.3%
Other	16.5	2.4%	13,005.2	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **CLINT H S**

Campus Number: **071901001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 736
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	65%	**66%**	-	65%	89%	-	-	*	-	32%	*	68%	60%	63%	45%
	2018	65%	59%	**60%**	*	60%	60%	-	-	*	*	35%	*	67%	41%	56%	40%
At Meets Grade Level or Above	2019	50%	41%	**45%**	-	43%	78%	-	-	*	-	11%	*	46%	42%	41%	22%
	2018	44%	34%	**39%**	*	39%	40%	-	-	*	*	17%	*	44%	26%	36%	20%
At Masters Grade Level	2019	11%	7%	**7%**	-	7%	22%	-	-	*	-	5%	*	8%	7%	6%	1%
	2018	7%	4%	**6%**	*	5%	20%	-	-	*	*	4%	*	6%	5%	5%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	**65%**	-	64%	*	-	-	-	-	17%	*	67%	55%	61%	39%
	2018	67%	61%	**64%**	-	64%	88%	-	-	*	*	29%	*	68%	53%	61%	34%
At Meets Grade Level or Above	2019	49%	41%	**43%**	-	43%	*	-	-	-	-	7%	*	47%	31%	42%	12%
	2018	48%	38%	**44%**	-	42%	88%	-	-	*	*	6%	*	47%	33%	40%	6%
At Masters Grade Level	2019	8%	3%	**6%**	-	6%	*	-	-	-	-	0%	*	7%	0%	4%	0%
	2018	8%	3%	**6%**	-	5%	13%	-	-	*	*	0%	*	6%	3%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**90%**	-	89%	100%	-	-	-	-	77%	*	90%	89%	90%	85%
	2018	83%	81%	**83%**	*	84%	50%	-	-	-	-	50%	*	87%	73%	80%	75%
At Meets Grade Level or Above	2019	61%	63%	**51%**	-	51%	60%	-	-	-	-	23%	*	50%	53%	51%	39%
	2018	55%	48%	**48%**	*	48%	50%	-	-	-	-	23%	*	53%	34%	46%	32%
At Masters Grade Level	2019	37%	36%	**23%**	-	23%	40%	-	-	-	-	8%	*	23%	25%	24%	15%
	2018	32%	23%	**25%**	*	24%	33%	-	-	-	-	9%	*	27%	18%	28%	13%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	83%	**82%**	-	81%	100%	-	-	-	-	54%	*	82%	81%	80%	64%
	2018	87%	81%	**82%**	*	83%	71%	-	-	-	-	45%	*	87%	68%	78%	71%
At Meets Grade Level or Above	2019	62%	47%	**50%**	-	49%	63%	-	-	-	-	14%	*	51%	47%	47%	23%
	2018	59%	45%	**50%**	*	50%	57%	-	-	-	-	20%	*	56%	34%	47%	26%
At Masters Grade Level	2019	25%	13%	**20%**	-	19%	38%	-	-	-	-	11%	*	21%	16%	18%	5%
	2018	24%	11%	**18%**	*	18%	29%	-	-	-	-	5%	*	21%	11%	18%	1%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**97%**	-	97%	*	-	-	-	-	82%	*	98%	94%	96%	85%
	2018	92%	92%	**98%**	-	98%	100%	*	-	-	*	86%	*	98%	97%	98%	95%
At Meets Grade Level or Above	2019	73%	71%	**78%**	-	78%	*	-	-	-	-	36%	*	81%	67%	75%	38%
	2018	70%	67%	**83%**	-	83%	100%	*	-	-	*	43%	*	86%	70%	82%	62%
At Masters Grade Level	2019	45%	37%	**45%**	-	44%	*	-	-	-	-	9%	*	44%	48%	43%	6%
	2018	40%	32%	**46%**	-	45%	67%	*	-	-	*	29%	*	48%	33%	44%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**78%**	-	77%	96%	-	-	*	-	46%	82%	79%	74%	76%	59%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 736
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	71%	**75%**	*	76%	75%	*	-	*	*	44%	30%	80%	62%	73%	58%
At Meets Grade Level or Above	2019	50%	42%	**52%**	-	51%	73%	-	-	*	-	15%	45%	54%	46%	49%	25%
	2018	48%	38%	**51%**	*	51%	69%	*	-	*	*	19%	30%	57%	36%	49%	25%
At Masters Grade Level	2019	24%	17%	**18%**	-	18%	35%	-	-	*	-	6%	9%	19%	16%	17%	5%
	2018	22%	13%	**18%**	*	18%	31%	*	-	*	*	7%	10%	20%	11%	17%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**65%**	-	65%	91%	-	-	*	-	25%	60%	68%	58%	62%	42%
	2018	74%	67%	**62%**	*	62%	77%	-	-	*	*	33%	14%	68%	47%	59%	38%
At Meets Grade Level or Above	2019	48%	39%	**44%**	-	43%	82%	-	-	*	-	9%	20%	46%	38%	41%	18%
	2018	46%	35%	**41%**	*	41%	69%	-	-	*	*	13%	14%	46%	29%	38%	14%
At Masters Grade Level	2019	21%	13%	**7%**	-	6%	18%	-	-	*	-	3%	0%	7%	5%	5%	0%
	2018	19%	11%	**6%**	*	5%	15%	-	-	*	*	3%	0%	6%	4%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**90%**	-	89%	100%	-	-	-	-	77%	*	90%	89%	90%	85%
	2018	81%	77%	**83%**	*	84%	50%	-	-	-	-	50%	*	87%	73%	80%	75%
At Meets Grade Level or Above	2019	52%	47%	**51%**	-	51%	60%	-	-	-	-	23%	*	50%	53%	51%	39%
	2018	50%	41%	**48%**	*	48%	50%	-	-	-	-	23%	*	53%	34%	46%	32%
At Masters Grade Level	2019	26%	22%	**23%**	-	23%	40%	-	-	-	-	8%	*	23%	25%	24%	15%
	2018	24%	16%	**25%**	*	24%	33%	-	-	-	-	9%	*	27%	18%	28%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**82%**	-	81%	100%	-	-	-	-	54%	*	82%	81%	80%	64%
	2018	80%	73%	**82%**	*	83%	71%	-	-	-	-	45%	*	87%	68%	78%	71%
At Meets Grade Level or Above	2019	54%	44%	**50%**	-	49%	63%	-	-	-	-	14%	*	51%	47%	47%	23%
	2018	51%	40%	**50%**	*	50%	57%	-	-	-	-	20%	*	56%	34%	47%	26%
At Masters Grade Level	2019	25%	16%	**20%**	-	19%	38%	-	-	-	-	11%	*	21%	16%	18%	5%
	2018	23%	13%	**18%**	*	18%	29%	-	-	-	-	5%	*	21%	11%	18%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**97%**	-	97%	*	-	-	-	-	82%	*	98%	94%	96%	85%
	2018	78%	78%	**98%**	-	98%	100%	*	-	-	*	86%	*	98%	97%	98%	95%
At Meets Grade Level or Above	2019	55%	51%	**78%**	-	78%	*	-	-	-	-	36%	*	81%	67%	75%	38%
	2018	53%	48%	**83%**	-	83%	100%	*	-	-	*	43%	*	86%	70%	82%	62%
At Masters Grade Level	2019	33%	27%	**45%**	-	44%	*	-	-	-	-	9%	*	44%	48%	43%	6%
	2018	31%	23%	**46%**	-	45%	67%	*	-	-	*	29%	*	48%	33%	44%	21%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 736
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	**74**	-	75	*	-	-	-	-	74	-	74	75	78	67
	2018	67	64	**70**	-	71	69	-	-	*	-	50	*	72	63	69	63
End of Course Algebra I	2019	75	80	**72**	-	72	*	-	-	-	-	46	*	72	72	73	67
	2018	72	67	**60**	*	60	60	-	-	-	-	35	-	63	53	61	45
All Grades Both Subjects	2019	69	69	**73**	-	74	*	-	-	-	-	62	*	73	74	76	67
	2018	69	66	**66**	*	66	65	-	-	*	-	41	*	68	58	65	51
All Grades ELA/Reading	2019	68	69	**74**	-	75	*	-	-	-	-	74	-	74	75	78	67
	2018	69	67	**70**	-	71	69	-	-	*	-	50	*	72	63	69	63
All Grades Mathematics	2019	70	70	**72**	-	72	*	-	-	-	-	46	*	72	72	73	67
	2018	70	65	**60**	*	60	60	-	-	-	-	35	-	63	53	61	45

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	11%	**19%**	-	19%	-	-	-	-	-	*	19%	9%
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	59%	**50%**	-	47%	*	-	-	-	-	40%	50%	44%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 736
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**78%**	-	-	-	-	-	47%	-	47%	43%	47%	47%
	2018	77%	71%	**75%**	-	-	-	-	-	42%	*	42%	56%	42%	43%
At Meets Grade Level or Above	2019	50%	42%	**52%**	-	-	-	-	-	15%	-	15%	14%	15%	15%
	2018	48%	38%	**51%**	-	-	-	-	-	9%	*	9%	25%	9%	10%
At Masters Grade Level	2019	24%	17%	**18%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
	2018	22%	13%	**18%**	-	-	-	-	-	4%	*	4%	0%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**65%**	-	-	-	-	-	29%	-	29%	20%	29%	28%
	2018	74%	67%	**62%**	-	-	-	-	-	21%	*	21%	44%	21%	23%
At Meets Grade Level or Above	2019	48%	39%	**44%**	-	-	-	-	-	8%	-	8%	0%	8%	8%
	2018	46%	35%	**41%**	-	-	-	-	-	3%	*	3%	11%	3%	4%
At Masters Grade Level	2019	21%	13%	**7%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	19%	11%	**6%**	-	-	-	-	-	1%	*	1%	0%	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**90%**	-	-	-	-	-	82%	-	82%	60%	82%	80%
	2018	81%	77%	**83%**	-	-	-	-	-	66%	-	66%	*	66%	66%
At Meets Grade Level or Above	2019	52%	47%	**51%**	-	-	-	-	-	31%	-	31%	40%	31%	32%
	2018	50%	41%	**48%**	-	-	-	-	-	14%	-	14%	*	14%	18%
At Masters Grade Level	2019	26%	22%	**23%**	-	-	-	-	-	7%	-	7%	0%	7%	6%
	2018	24%	16%	**25%**	-	-	-	-	-	6%	-	6%	*	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**82%**	-	-	-	-	-	52%	-	52%	60%	52%	52%
	2018	80%	73%	**82%**	-	-	-	-	-	51%	-	51%	*	51%	53%
At Meets Grade Level or Above	2019	54%	44%	**50%**	-	-	-	-	-	13%	-	13%	20%	13%	13%
	2018	51%	40%	**50%**	-	-	-	-	-	3%	-	3%	*	3%	3%
At Masters Grade Level	2019	25%	16%	**20%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
	2018	23%	13%	**18%**	-	-	-	-	-	3%	-	3%	*	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**97%**	-	-	-	-	-	76%	-	76%	*	76%	77%
	2018	78%	78%	**98%**	-	-	-	-	-	89%	-	89%	*	89%	89%
At Meets Grade Level or Above	2019	55%	51%	**78%**	-	-	-	-	-	24%	-	24%	*	24%	23%
	2018	53%	48%	**83%**	-	-	-	-	-	44%	-	44%	*	44%	47%
At Masters Grade Level	2019	33%	27%	**45%**	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	31%	23%	**46%**	-	-	-	-	-	22%	-	22%	*	22%	21%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**73%**	-	-	-	-	-	64%	-	64%	58%	64%	64%
	2018	69%	66%	**66%**	-	-	-	-	-	52%	-	52%	80%	52%	55%
All Grades ELA/Reading	2019	68%	69%	**74%**	-	-	-	-	-	67%	-	67%	*	67%	69%
	2018	69%	67%	**70%**	-	-	-	-	-	71%	-	71%	*	71%	71%
All Grades Mathematics	2019	70%	70%	**72%**	-	-	-	-	-	63%	-	63%	*	63%	60%
	2018	70%	65%	**60%**	-	-	-	-	-	35%	-	35%	*	35%	40%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 694
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	*	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	-	93%	100%	-	-	*	-	97%	94%	85%
Not Included in Accountability													
Mobile	4%	4%	**3%**	-	3%	0%	-	-	*	-	1%	3%	4%
Other Exclusions	1%	2%	**3%**	-	3%	0%	-	-	*	-	1%	3%	11%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	-	*	*	100%	100%	100%
Included in Accountability	94%	95%	**96%**	*	96%	97%	*	-	*	*	98%	96%	92%
Not Included in Accountability													
Mobile	4%	4%	**3%**	*	3%	0%	*	-	*	*	1%	2%	3%
Other Exclusions	1%	1%	**1%**	*	1%	3%	*	-	*	*	1%	1%	5%
Not Tested	1%	0%	**0%**	*	0%	0%	*	-	*	*	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	-	*	*	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	*	*	0%	0%	0%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.1%**	-	96.1%	96.4%	*	-	-	*	95.1%	96.0%	96.2%
2017-18	95.4%	95.9%	**96.2%**	-	96.2%	96.3%	*	-	*	*	94.2%	96.1%	95.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	**0.4%**	-	0.4%	0.0%	*	-	-	*	0.0%	0.5%	0.7%
2017-18	1.9%	0.6%	**0.0%**	-	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	**98.7%**	-	98.6%	100.0%	-	-	-	*	83.3%	98.3%	100.0%
Received TxCHSE	0.5%	0.9%	**0.7%**	-	0.7%	0.0%	-	-	-	*	0.0%	0.8%	0.0%
Continued HS	3.7%	2.5%	**0.7%**	-	0.7%	0.0%	-	-	-	*	16.7%	0.8%	0.0%
Dropped Out	5.9%	2.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	94.8%	**99.3%**	-	99.3%	100.0%	-	-	-	*	83.3%	99.2%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	97.4%	**100.0%**	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	100.0%
Class of 2018													
Graduated	90.0%	94.7%	**96.6%**	-	96.5%	100.0%	-	-	-	-	80.0%	96.4%	93.8%
Received TxCHSE	0.4%	0.9%	**2.1%**	-	2.1%	0.0%	-	-	-	-	0.0%	1.8%	0.0%
Continued HS	3.8%	2.0%	**0.7%**	-	0.7%	0.0%	-	-	-	-	20.0%	0.9%	0.0%
Dropped Out	5.7%	2.4%	**0.7%**	-	0.7%	0.0%	-	-	-	-	0.0%	0.9%	6.3%
Graduates and TxCHSE	90.4%	95.6%	**98.6%**	-	98.6%	100.0%	-	-	-	-	80.0%	98.2%	93.8%
Graduates, TxCHSE, and Continuers	94.3%	97.6%	**99.3%**	-	99.3%	100.0%	-	-	-	-	100.0%	99.1%	93.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	**97.3%**	-	97.2%	100.0%	-	-	-	-	100.0%	97.3%	93.8%
Received TxCHSE	0.6%	1.1%	**2.1%**	-	2.1%	0.0%	-	-	-	-	0.0%	1.8%	0.0%
Continued HS	1.1%	0.3%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	2.7%	**0.7%**	-	0.7%	0.0%	-	-	-	-	0.0%	0.9%	6.3%
Graduates and TxCHSE	92.8%	97.1%	**99.3%**	-	99.3%	100.0%	-	-	-	-	100.0%	99.1%	93.8%
Graduates, TxCHSE, and Continuers	93.9%	97.3%	**99.3%**	-	99.3%	100.0%	-	-	-	-	100.0%	99.1%	93.8%
Class of 2017													
Graduated	92.0%	96.6%	**95.9%**	-	96.5%	83.3%	-	-	-	*	100.0%	94.9%	87.5%
Received TxCHSE	0.6%	0.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	**4.1%**	-	3.5%	16.7%	-	-	-	*	0.0%	5.1%	12.5%
Graduates and TxCHSE	92.6%	97.3%	**95.9%**	-	96.5%	83.3%	-	-	-	*	100.0%	94.9%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**95.9%**	-	96.5%	83.3%	-	-	-	*	100.0%	94.9%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	**95.9%**	-	96.5%	83.3%	-	-	-	*	100.0%	94.9%	87.5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	**4.1%**	-	3.5%	16.7%	-	-	-	*	0.0%	5.1%	12.5%
Graduates and TxCHSE	93.2%	97.4%	**95.9%**	-	96.5%	83.3%	-	-	-	*	100.0%	94.9%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**95.9%**	-	96.5%	83.3%	-	-	-	*	100.0%	94.9%	87.5%
Class of 2016													
Graduated	92.1%	93.2%	**93.7%**	-	94.0%	85.7%	*	-	-	-	100.0%	93.7%	78.6%
Received TxCHSE	0.8%	0.9%	**0.7%**	-	0.0%	14.3%	*	-	-	-	0.0%	0.9%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.9%	**5.6%**	-	6.0%	0.0%	*	-	-	-	0.0%	5.4%	21.4%
Graduates and TxCHSE	92.9%	94.1%	**94.4%**	-	94.0%	100.0%	*	-	-	-	100.0%	94.6%	78.6%
Graduates, TxCHSE, and Continuers	93.4%	94.1%	**94.4%**	-	94.0%	100.0%	*	-	-	-	100.0%	94.6%	78.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	**98.1%**	-	98.0%	100.0%	-	-	-	*	83.3%	97.5%	100.0%
Class of 2018	90.0%	93.3%	**95.9%**	-	95.8%	100.0%	-	-	-	-	66.7%	95.5%	88.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Class of 2018	5.0%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	**99.3%**	-	99.3%	100.0%	-	-	-	*	80.0%	99.1%	100.0%
Class of 2018	82.0%	98.8%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	**99.3%**	-	99.3%	100.0%	-	-	-	*	80.0%	99.1%	100.0%
Class of 2018	86.8%	99.0%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	*	-	*	-	-	-	-	-	*	-	-
2017-18	37.7%	50.0%	*	-	*	-	-	-	-	*	*	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	4.9%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	**98.7%**	-	98.6%	100.0%	-	-	-	*	66.7%	98.3%	100.0%
2017-18	81.5%	98.9%	**100.0%**	-	100.0%	100.0%	-	-	-	-	*	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	**98.1%**	-	98.0%	100.0%	-	-	-	*	57.1%	98.3%	100.0%
2017-18	85.1%	97.9%	**97.9%**	-	97.8%	100.0%	-	-	-	*	50.0%	98.1%	100.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	155	100.0%	774	355,615
By Ethnicity:				
African American	0	0.0%	6	43,953
Hispanic	148	95.5%	738	180,673
White	6	3.9%	23	105,577
American Indian	0	0.0%	0	1,293
Asian	0	0.0%	0	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	1	0.6%	7	7,018
By Graduation Type:				
Minimum H.S. Program	1	0.6%	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	2	1,090
Foundation H.S. Program (No Endorsement)	2	1.3%	30	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	1	15,160
Foundation H.S. Program (DLA)	152	98.1%	738	285,538
Special Education Graduates	7	4.5%	39	27,598
Economically Disadvantaged Graduates	118	76.1%	620	186,364
LEP Graduates	15	9.7%	93	25,189
At-Risk Graduates	53	34.2%	335	146,432

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	**99.4%**	-	99.3%	100.0%	-	-	-	*	100.0%	99.2%	100.0%
2017-18	65.5%	71.0%	**94.8%**	-	94.6%	100.0%	-	-	-	*	42.9%	94.3%	96.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	**98.1%**	-	98.0%	100.0%	-	-	-	*	71.4%	98.3%	100.0%
2017-18	50.0%	55.6%	**92.4%**	-	92.1%	100.0%	-	-	-	*	28.6%	91.5%	85.7%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	**96.8%**	-	96.6%	100.0%	-	-	-	*	71.4%	97.5%	100.0%
2017-18	58.2%	58.0%	**94.5%**	-	94.2%	100.0%	-	-	-	*	28.6%	93.4%	100.0%
Mathematics													
2018-19	48.6%	68.5%	**98.1%**	-	98.0%	100.0%	-	-	-	*	71.4%	98.3%	100.0%
2017-18	46.0%	55.4%	**87.6%**	-	87.8%	80.0%	-	-	-	*	42.9%	87.7%	85.7%
Both Subjects													
2018-19	44.2%	55.6%	**96.1%**	-	95.9%	100.0%	-	-	-	*	71.4%	96.6%	100.0%
2017-18	42.1%	41.9%	**84.8%**	-	84.9%	80.0%	-	-	-	*	28.6%	84.0%	85.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	**40.0%**	-	39.9%	33.3%	-	-	-	*	0.0%	38.1%	13.3%
2017-18	20.7%	33.9%	**41.4%**	-	40.3%	80.0%	-	-	-	*	0.0%	34.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	**19.4%**	-	20.3%	0.0%	-	-	-	*	0.0%	15.3%	26.7%
2017-18	20.4%	17.3%	**17.2%**	-	18.0%	0.0%	-	-	-	*	0.0%	15.1%	14.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	9.8%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	**9.0%**	-	9.5%	0.0%	-	-	-	*	0.0%	5.9%	6.7%
2017-18	1.0%	1.9%	**5.5%**	-	5.0%	20.0%	-	-	-	*	0.0%	6.6%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	**42.3%**	-	40.5%	75.0%	-	-	-	*	100.0%	41.9%	53.3%
2017-18	28.7%	33.3%	**50.7%**	-	50.4%	50.0%	-	-	-	*	42.9%	51.4%	39.3%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	4.8%	9.8%	**15.9%**	-	16.5%	0.0%	-	-	-	*	0.0%	14.2%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
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Total Students: 736
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	**1.9%**	-	2.0%	0.0%	-	-	-	*	42.9%	1.7%	0.0%
2017-18	1.7%	0.3%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	**54.8%**	-	54.7%	50.0%	-	-	-	*	42.9%	50.8%	66.7%
2017-18	38.7%	43.1%	**61.4%**	-	62.6%	40.0%	-	-	-	*	28.6%	59.4%	28.6%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	**14.8%**	-	12.8%	50.0%	-	-	-	*	14.3%	16.9%	13.3%
2017-18	4.3%	5.3%	**14.5%**	-	12.9%	40.0%	-	-	-	*	0.0%	17.0%	21.4%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	**2.6%**	-	2.7%	0.0%	-	-	-	*	57.1%	3.4%	13.3%
2017-18	2.6%	2.6%	**2.1%**	-	2.2%	0.0%	-	-	-	*	42.9%	2.8%	7.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%

District Name: CLINT ISD
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Total Students: 736
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	**41.3%**	-	39.9%	66.7%	-	-	-	*	0.0%	38.1%	6.7%
2017-18	32.1%	35.4%	**36.6%**	-	35.3%	60.0%	-	-	-	*	0.0%	25.5%	0.0%
Mathematics													
2018-19	24.7%	31.4%	**21.3%**	-	21.6%	16.7%	-	-	-	*	0.0%	19.5%	13.3%
2017-18	23.7%	25.4%	**13.8%**	-	13.7%	0.0%	-	-	-	*	0.0%	12.3%	7.1%
Both Subjects													
2018-19	18.8%	23.1%	**16.1%**	-	16.2%	16.7%	-	-	-	*	0.0%	13.6%	6.7%
2017-18	18.1%	18.5%	**8.3%**	-	7.9%	0.0%	-	-	-	*	0.0%	5.7%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	**56.8%**	-	56.8%	50.0%	-	-	-	*	42.9%	52.5%	66.7%
2017-18	58.4%	54.7%	**71.7%**	-	73.4%	40.0%	-	-	-	*	28.6%	69.8%	42.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	**82.6%**	-	81.8%	100.0%	-	-	-	*	71.4%	84.7%	100.0%
2017-18	2.0%	16.6%	**72.4%**	-	71.9%	80.0%	-	-	-	*	28.6%	79.2%	100.0%
Mathematics													
2018-19	7.3%	38.6%	**86.5%**	-	86.5%	100.0%	-	-	-	*	71.4%	87.3%	100.0%
2017-18	3.9%	25.9%	**65.5%**	-	66.2%	40.0%	-	-	-	*	42.9%	68.9%	85.7%
Both Subjects													
2018-19	2.6%	23.0%	**78.1%**	-	77.7%	100.0%	-	-	-	*	71.4%	79.7%	100.0%
2017-18	0.9%	12.0%	**57.9%**	-	58.3%	40.0%	-	-	-	*	28.6%	64.2%	85.7%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	**27.4%**	-	27.0%	38.5%	-	-	-	*	n/a	24.2%	n/a
2018	25.8%	24.4%	**25.5%**	-	25.8%	21.4%	-	-	-	*	n/a	22.5%	n/a
English Language Arts													
2019	14.5%	11.3%	**7.9%**	-	8.3%	0.0%	-	-	-	*	n/a	7.2%	n/a
2018	15.3%	7.5%	**8.2%**	-	7.9%	14.3%	-	-	-	*	n/a	6.0%	n/a
Mathematics													
2019	7.4%	3.7%	**7.6%**	-	7.0%	23.1%	-	-	-	*	n/a	6.4%	n/a
2018	7.3%	5.5%	**14.8%**	-	14.9%	14.3%	-	-	-	*	n/a	13.7%	n/a
Science													
2019	10.4%	13.4%	**18.2%**	-	17.5%	38.5%	-	-	-	*	n/a	16.3%	n/a
2018	10.8%	10.8%	**13.2%**	-	13.6%	7.1%	-	-	-	*	n/a	10.8%	n/a
Social Studies													
2019	13.9%	10.6%	**6.1%**	-	6.3%	0.0%	-	-	-	*	n/a	5.3%	n/a
2018	14.5%	3.9%	**0.0%**	-	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	**31.1%**	-	31.8%	20.0%	-	-	-	-	n/a	21.9%	n/a
2018	50.7%	29.8%	**37.0%**	-	38.5%	*	-	-	-	-	n/a	35.7%	n/a
English Language Arts													
2019	41.2%	9.6%	**15.4%**	-	15.4%	-	-	-	-	-	n/a	15.8%	n/a
2018	42.5%	5.8%	**11.5%**	-	12.5%	*	-	-	-	-	n/a	13.3%	n/a
Mathematics													
2019	52.2%	32.8%	**32.0%**	-	31.8%	*	-	-	-	-	n/a	17.6%	n/a

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	**17.0%**	-	17.8%	*	-	-	-	-	n/a	14.7%	n/a
Science													
2019	40.6%	8.6%	**16.7%**	-	16.4%	20.0%	-	-	-	-	n/a	11.6%	n/a
2018	38.0%	6.9%	**21.4%**	-	22.0%	*	-	-	-	-	n/a	22.2%	n/a
Social Studies													
2019	46.3%	7.8%	**5.0%**	-	5.0%	-	-	-	-	-	n/a	0.0%	n/a
2018	44.6%	0.0%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	**100.0%**	-	100.0%	100.0%	-	-	-	*	n/a	100.0%	n/a
2017-18	74.6%	100.0%	**100.0%**	-	100.0%	100.0%	-	-	-	*	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	**14.9%**	-	13.9%	22.2%	-	-	-	*	n/a	13.3%	n/a
2017-18	37.9%	15.1%	**22.4%**	-	22.1%	33.3%	-	-	-	*	n/a	19.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	**922**	-	921	936	-	-	-	*	n/a	911	n/a
2017-18	1036	907	**947**	-	944	1013	-	-	-	*	n/a	927	n/a
English Language Arts and Writing													
2018-19	517	457	**463**	-	463	469	-	-	-	*	n/a	457	n/a
2017-18	521	453	**470**	-	469	505	-	-	-	*	n/a	458	n/a
Mathematics													
2018-19	510	457	**459**	-	458	467	-	-	-	*	n/a	454	n/a
2017-18	515	455	**477**	-	476	508	-	-	-	*	n/a	469	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	*	-	*	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	*	-	*	-	-	-	-	-	n/a	*	n/a
English Language Arts													
2018-19	20.3	19.5	*	-	*	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	*	-	*	-	-	-	-	-	n/a	*	n/a
Mathematics													
2018-19	20.4	20.8	*	-	*	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	*	-	*	-	-	-	-	-	n/a	*	n/a
Science													
2018-19	20.8	20.3	*	-	*	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	*	-	*	-	-	-	-	-	n/a	*	n/a

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	**62.2%**	-	61.9%	68.0%	*	-	-	*	45.9%	63.2%	55.6%
2017-18	43.4%	44.1%	**55.9%**	-	55.5%	60.0%	*	-	*	*	51.0%	55.3%	59.8%
English Language Arts													
2018-19	17.8%	20.8%	**33.6%**	-	33.6%	28.0%	*	-	-	*	36.8%	35.6%	43.4%
2017-18	17.3%	21.6%	**31.8%**	-	31.8%	30.0%	*	-	*	*	34.8%	31.3%	41.4%
Mathematics													
2018-19	20.4%	17.5%	**15.3%**	-	14.8%	25.0%	*	-	-	*	0.0%	15.3%	0.8%
2017-18	20.7%	19.1%	**16.6%**	-	15.8%	32.1%	*	-	*	*	2.3%	14.9%	3.5%
Science													
2018-19	21.7%	23.6%	**26.9%**	-	26.5%	37.5%	*	-	-	*	9.4%	25.7%	10.7%
2017-18	21.2%	19.0%	**23.6%**	-	23.7%	20.7%	*	-	*	*	6.7%	22.8%	14.9%
Social Studies													
2018-19	23.6%	17.0%	**9.9%**	-	10.0%	8.3%	*	-	-	*	0.0%	9.5%	0.0%
2017-18	22.8%	13.6%	**10.4%**	-	10.5%	6.7%	*	-	*	*	0.0%	8.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	**57.2%**	-	58.3%	20.0%	-	-	-	*	57.1%	56.0%	50.0%
2016-17	54.6%	56.7%	**52.4%**	-	51.4%	80.0%	-	-	-	-	42.9%	49.1%	33.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	**62.5%**	-	64.1%	*	-	-	-	*	*	60.0%	57.1%
2016-17	59.2%	43.5%	**37.0%**	-	33.3%	*	-	-	-	-	*	35.8%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	736	100.0%	11,195	5,479,173	737	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	213	28.9%	9.3%	8.2%	213	28.9%	9.2%	8.2%
Grade 10	190	25.8%	7.5%	7.4%	190	25.8%	7.5%	7.4%
Grade 11	176	23.9%	7.4%	6.9%	176	23.9%	7.4%	6.9%
Grade 12	157	21.3%	6.3%	6.4%	158	21.4%	6.4%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.3%	12.6%	0	0.0%	0.3%	12.6%
Hispanic	703	95.5%	95.1%	52.8%	704	95.5%	95.0%	52.8%
White	26	3.5%	3.5%	27.0%	26	3.5%	3.5%	27.0%
American Indian	1	0.1%	0.3%	0.4%	1	0.1%	0.3%	0.4%
Asian	1	0.1%	0.1%	4.6%	1	0.1%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	0.7%	0.6%	2.5%	5	0.7%	0.6%	2.5%
Sex:								
Female	342	46.5%	48.8%	48.8%	342	46.4%	48.8%	48.8%
Male	394	53.5%	51.2%	51.2%	395	53.6%	51.2%	51.2%
Economically Disadvantaged	578	78.5%	86.3%	60.3%	579	78.6%	86.3%	60.2%
Non-Educationally Disadvantaged	158	21.5%	13.7%	39.7%	158	21.4%	13.7%	39.8%
Section 504 Students	25	3.4%	2.3%	6.9%	25	3.4%	2.4%	6.9%
English Learners (EL)	165	22.4%	39.3%	20.3%	166	22.5%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	23	3.1%	1.2%	1.5%				
Students w/ Dyslexia	9	1.2%	0.7%	4.1%	9	1.2%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	11	1.5%	1.4%	1.4%	11	1.5%	1.4%	1.4%
Immigrant	15	2.0%	1.2%	2.3%	15	2.0%	1.2%	2.3%
Migrant	7	1.0%	0.4%	0.3%	7	0.9%	0.4%	0.3%
Title I	736	100.0%	100.0%	65.1%	737	100.0%	100.0%	65.1%
Military Connected	5	0.7%	2.5%	1.9%	5	0.7%	2.5%	1.9%
At-Risk	338	45.9%	62.4%	50.6%	339	46.0%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	148	20.1%	34.6%	20.6%	148	20.1%	34.6%	20.6%
Career & Technical Education	607	82.5%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	325	44.2%	39.4%	50.8%	325	44.1%	39.2%	50.8%
Gifted & Talented Education	52	7.1%	4.5%	8.1%	52	7.1%	4.5%	8.1%
Special Education	64	8.7%	10.0%	10.5%	64	8.7%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	82.8%	54.8%	42.4%				
Students with Physical Disabilities	*	*	20.1%	21.4%				
Students with Autism	*	*	8.0%	13.8%				
Students with Behavioral Disabilities	*	*	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	85	11.5%	12.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	78	10.6%						
White	7	0.9%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	53	9.8%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	2.3%	13.2%	7.8%	5.9%	16.7%	13.1%

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	13.8	16.6	16.4
Foreign Languages	24.1	21.3	18.7
Mathematics	15.2	16.9	17.8
Science	15.9	18.0	18.8
Social Studies	13.3	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.7	100.0%	100.0%	100.0%
Professional Staff:	55.7	90.3%	60.3%	63.7%
Teachers	45.3	73.4%	45.9%	49.4%
Professional Support	7.4	12.0%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	4.9%	2.7%	3.0%
Educational Aides:	6.0	9.7%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	12.0	4,373.0
Part-time	1.0	n/a	1.0	595.0
Counselors				
Full-time	3.0	n/a	31.0	12,901.0
Part-time	2.0	n/a	1.0	1,103.0
Total Minority Staff:	51.9	84.2%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	0.6%	10.8%
Hispanic	38.2	84.2%	92.2%	28.1%
White	6.1	13.6%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	25.6	56.5%	30.6%	23.8%
Females	19.7	43.5%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	6.6%	2.0%	1.3%
Bachelors	22.2	48.9%	70.3%	73.4%
Masters	20.1	44.4%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.6%	5.4%	7.4%
1-5 Years Experience	8.7	19.1%	31.1%	27.9%
6-10 Years Experience	11.2	24.7%	19.7%	19.4%
11-20 Years Experience	15.1	33.4%	32.7%	29.4%
Over 20 Years Experience	7.3	16.2%	11.1%	15.9%
Number of Students per Teacher	16.2	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.2	6.2
Average Years Experience of Principals with District	5.0	4.3	5.3
Average Years Experience of Assistant Principals	7.0	4.8	5.3
Average Years Experience of Assistant Principals with District	7.0	4.1	4.7
Average Years Experience of Teachers:	12.3	10.3	11.1
Average Years Experience of Teachers with District:	8.6	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,526	$51,813	$49,868
1-5 Years Experience	$54,197	$52,889	$52,823
6-10 Years Experience	$55,212	$54,748	$55,756
11-20 Years Experience	$60,229	$58,129	$59,308
Over 20 Years Experience	$64,451	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$58,011	$56,342	$57,091
Professional Support	$67,066	$68,378	$67,352
Campus Administration (School Leadership)	$91,610	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: CLINT H S
Campus Number: 071901001

Total Students: 736
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	19.3%	6.5%
Career & Technical Education	6.9	15.2%	4.6%	5.0%
Compensatory Education	0.4	0.8%	2.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	32.7	72.2%	62.5%	70.9%
Special Education	2.9	6.4%	8.8%	9.3%
Other	2.3	5.1%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **MOUNTAIN VIEW H S**

Campus Number: **071901002**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	65%	**69%**	-	69%	67%	-	-	-	*	34%	*	72%	62%	69%	55%
	2018	65%	59%	**56%**	-	56%	*	-	-	-	*	26%	-	59%	40%	55%	38%
At Meets Grade Level or Above	2019	50%	41%	**41%**	-	40%	44%	-	-	-	*	7%	*	47%	19%	38%	18%
	2018	44%	34%	**29%**	-	29%	*	-	-	-	*	17%	-	31%	23%	27%	14%
At Masters Grade Level	2019	11%	7%	**5%**	-	4%	11%	-	-	-	*	0%	*	6%	0%	4%	0%
	2018	7%	4%	**2%**	-	2%	*	-	-	-	*	4%	-	3%	2%	2%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	**61%**	-	61%	50%	*	-	-	*	34%	*	62%	58%	61%	40%
	2018	67%	61%	**59%**	-	59%	*	*	-	-	*	15%	-	62%	47%	58%	37%
At Meets Grade Level or Above	2019	49%	41%	**35%**	-	34%	33%	*	-	-	*	21%	*	37%	26%	33%	13%
	2018	48%	38%	**33%**	-	34%	*	*	-	-	*	5%	-	35%	25%	32%	11%
At Masters Grade Level	2019	8%	3%	**2%**	-	1%	0%	*	-	-	*	3%	*	2%	0%	2%	1%
	2018	8%	3%	**1%**	-	1%	*	*	-	-	*	0%	-	2%	0%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**90%**	-	90%	86%	-	-	-	-	57%	*	90%	88%	89%	87%
	2018	83%	81%	**71%**	-	72%	*	-	-	-	*	35%	-	72%	64%	72%	67%
At Meets Grade Level or Above	2019	61%	63%	**56%**	-	56%	57%	-	-	-	-	29%	*	57%	56%	56%	50%
	2018	55%	48%	**31%**	-	32%	*	-	-	-	*	16%	-	32%	27%	31%	21%
At Masters Grade Level	2019	37%	36%	**31%**	-	30%	57%	-	-	-	-	10%	*	31%	28%	31%	24%
	2018	32%	23%	**6%**	-	6%	*	-	-	-	*	6%	-	6%	5%	6%	5%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	83%	**88%**	-	88%	86%	-	-	-	*	79%	*	90%	81%	87%	79%
	2018	87%	81%	**81%**	-	81%	*	-	-	-	*	65%	-	84%	68%	80%	68%
At Meets Grade Level or Above	2019	62%	47%	**54%**	-	53%	57%	-	-	-	*	32%	*	58%	39%	51%	34%
	2018	59%	45%	**42%**	-	42%	*	-	-	-	*	23%	-	43%	38%	40%	22%
At Masters Grade Level	2019	25%	13%	**11%**	-	10%	43%	-	-	-	*	0%	*	14%	3%	10%	1%
	2018	24%	11%	**7%**	-	7%	*	-	-	-	*	0%	-	8%	2%	7%	1%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**93%**	-	94%	80%	-	-	-	*	67%	-	95%	86%	92%	84%
	2018	92%	92%	**90%**	-	90%	*	*	-	-	-	32%	-	93%	76%	91%	77%
At Meets Grade Level or Above	2019	73%	71%	**60%**	-	59%	60%	-	-	-	*	17%	-	63%	41%	58%	28%
	2018	70%	67%	**63%**	-	63%	*	*	-	-	-	5%	-	66%	45%	66%	44%
At Masters Grade Level	2019	45%	37%	**24%**	-	23%	40%	-	-	-	*	0%	-	25%	17%	21%	8%
	2018	40%	32%	**26%**	-	26%	*	*	-	-	-	0%	-	27%	21%	28%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**78%**	-	78%	74%	*	-	-	100%	50%	64%	80%	72%	77%	65%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	71%	**69%**	-	70%	43%	*	-	-	55%	36%	-	73%	57%	69%	55%
At Meets Grade Level or Above	2019	50%	42%	**47%**	-	47%	50%	*	-	-	86%	20%	55%	51%	33%	46%	27%
	2018	48%	38%	**38%**	-	39%	14%	*	-	-	36%	14%	-	40%	30%	37%	20%
At Masters Grade Level	2019	24%	17%	**13%**	-	12%	29%	*	-	-	43%	3%	45%	14%	7%	12%	5%
	2018	22%	13%	**7%**	-	7%	14%	*	-	-	0%	3%	-	8%	4%	8%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**66%**	-	66%	60%	*	-	-	*	34%	60%	67%	60%	65%	49%
	2018	74%	67%	**57%**	-	58%	*	*	-	-	60%	21%	-	61%	44%	56%	38%
At Meets Grade Level or Above	2019	48%	39%	**38%**	-	38%	40%	*	-	-	*	14%	40%	42%	22%	36%	16%
	2018	46%	35%	**31%**	-	31%	*	*	-	-	40%	12%	-	33%	24%	29%	13%
At Masters Grade Level	2019	21%	13%	**3%**	-	3%	7%	*	-	-	*	2%	20%	4%	0%	3%	0%
	2018	19%	11%	**2%**	-	2%	*	*	-	-	0%	2%	-	2%	1%	2%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**90%**	-	90%	86%	-	-	-	-	57%	*	90%	88%	89%	87%
	2018	81%	77%	**71%**	-	72%	*	-	-	-	*	35%	-	72%	64%	72%	67%
At Meets Grade Level or Above	2019	52%	47%	**56%**	-	56%	57%	-	-	-	-	29%	*	57%	56%	56%	50%
	2018	50%	41%	**31%**	-	32%	*	-	-	-	*	16%	-	32%	27%	31%	21%
At Masters Grade Level	2019	26%	22%	**31%**	-	30%	57%	-	-	-	-	10%	*	31%	28%	31%	24%
	2018	24%	16%	**6%**	-	6%	*	-	-	-	*	6%	-	6%	5%	6%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**88%**	-	88%	86%	-	-	-	*	79%	*	90%	81%	87%	79%
	2018	80%	73%	**81%**	-	81%	*	-	-	-	*	65%	-	84%	68%	80%	68%
At Meets Grade Level or Above	2019	54%	44%	**54%**	-	53%	57%	-	-	-	*	32%	*	58%	39%	51%	34%
	2018	51%	40%	**42%**	-	42%	*	-	-	-	*	23%	-	43%	38%	40%	22%
At Masters Grade Level	2019	25%	16%	**11%**	-	10%	43%	-	-	-	*	0%	*	14%	3%	10%	1%
	2018	23%	13%	**7%**	-	7%	*	-	-	-	*	0%	-	8%	2%	7%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**93%**	-	94%	80%	-	-	-	*	67%	-	95%	86%	92%	84%
	2018	78%	78%	**90%**	-	90%	*	*	-	-	-	32%	-	93%	76%	91%	77%
At Meets Grade Level or Above	2019	55%	51%	**60%**	-	59%	60%	-	-	-	*	17%	-	63%	41%	58%	28%
	2018	53%	48%	**63%**	-	63%	*	*	-	-	-	5%	-	66%	45%	66%	44%
At Masters Grade Level	2019	33%	27%	**24%**	-	23%	40%	-	-	-	*	0%	-	25%	17%	21%	8%
	2018	31%	23%	**26%**	-	26%	*	*	-	-	-	0%	-	27%	21%	28%	13%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	**69**	-	69	*	*	-	-	*	60	*	65	83	69	69
	2018	67	64	**58**	-	59	*	-	-	-	*	*	-	59	57	58	50
End of Course Algebra I	2019	75	80	**80**	-	80	*	-	-	-	-	54	*	80	78	80	76
	2018	72	67	**55**	-	56	*	-	-	-	*	35	-	56	50	54	48
All Grades Both Subjects	2019	69	69	**74**	-	74	58	*	-	-	*	58	*	73	81	74	73
	2018	69	66	**56**	-	57	*	-	-	-	*	38	-	57	53	56	48
All Grades ELA/Reading	2019	68	69	**69**	-	69	*	*	-	-	*	60	*	65	83	69	69
	2018	69	67	**58**	-	59	*	-	-	-	*	*	-	59	57	58	50
All Grades Mathematics	2019	70	70	**80**	-	80	*	-	-	-	-	54	*	80	78	80	76
	2018	70	65	**55**	-	56	*	-	-	-	*	35	-	56	50	54	48

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	11%	**13%**	-	13%	-	-	-	-	-	*	13%	8%
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	59%	**78%**	-	78%	-	-	-	-	-	*	78%	100%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 804
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**78%**	-	-	-	-	-	56%	-	56%	62%	56%	56%
	2018	77%	71%	**69%**	-	-	-	-	-	41%	43%	40%	41%	41%	41%
At Meets Grade Level or Above	2019	50%	42%	**47%**	-	-	-	-	-	19%	-	19%	31%	19%	20%
	2018	48%	38%	**38%**	-	-	-	-	-	9%	12%	8%	10%	9%	10%
At Masters Grade Level	2019	24%	17%	**13%**	-	-	-	-	-	3%	-	3%	10%	3%	4%
	2018	22%	13%	**7%**	-	-	-	-	-	1%	1%	1%	2%	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**66%**	-	-	-	-	-	38%	-	38%	37%	38%	38%
	2018	74%	67%	**57%**	-	-	-	-	-	23%	22%	23%	32%	23%	24%
At Meets Grade Level or Above	2019	48%	39%	**38%**	-	-	-	-	-	9%	-	9%	16%	9%	10%
	2018	46%	35%	**31%**	-	-	-	-	-	3%	4%	2%	5%	3%	3%
At Masters Grade Level	2019	21%	13%	**3%**	-	-	-	-	-	0%	-	0%	5%	0%	1%
	2018	19%	11%	**2%**	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**90%**	-	-	-	-	-	85%	-	85%	67%	85%	82%
	2018	81%	77%	**71%**	-	-	-	-	-	57%	52%	60%	50%	57%	56%
At Meets Grade Level or Above	2019	52%	47%	**56%**	-	-	-	-	-	43%	-	43%	56%	43%	45%
	2018	50%	41%	**31%**	-	-	-	-	-	6%	14%	0%	13%	6%	7%
At Masters Grade Level	2019	26%	22%	**31%**	-	-	-	-	-	15%	-	15%	33%	15%	18%
	2018	24%	16%	**6%**	-	-	-	-	-	0%	0%	0%	13%	0%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**88%**	-	-	-	-	-	68%	-	68%	91%	68%	71%
	2018	80%	73%	**81%**	-	-	-	-	-	49%	53%	47%	40%	49%	47%
At Meets Grade Level or Above	2019	54%	44%	**54%**	-	-	-	-	-	25%	-	25%	45%	25%	28%
	2018	51%	40%	**42%**	-	-	-	-	-	10%	12%	9%	10%	10%	10%
At Masters Grade Level	2019	25%	16%	**11%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	23%	13%	**7%**	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**93%**	-	-	-	-	-	75%	-	75%	*	75%	77%
	2018	78%	78%	**90%**	-	-	-	-	-	75%	75%	75%	56%	75%	71%
At Meets Grade Level or Above	2019	55%	51%	**60%**	-	-	-	-	-	18%	-	18%	*	18%	16%
	2018	53%	48%	**63%**	-	-	-	-	-	36%	30%	44%	22%	36%	33%
At Masters Grade Level	2019	33%	27%	**24%**	-	-	-	-	-	4%	-	4%	*	4%	3%
	2018	31%	23%	**26%**	-	-	-	-	-	8%	5%	13%	0%	8%	7%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**74%**	-	-	-	-	-	73%	-	73%	62%	73%	71%
	2018	69%	66%	**56%**	-	-	-	-	-	38%	44%	36%	38%	38%	38%
All Grades ELA/Reading	2019	68%	69%	**69%**	-	-	-	-	-	73%	-	73%	42%	73%	68%
	2018	69%	67%	**58%**	-	-	-	-	-	45%	-	45%	*	45%	43%
All Grades Mathematics	2019	70%	70%	**80%**	-	-	-	-	-	73%	-	73%	79%	73%	74%
	2018	70%	65%	**55%**	-	-	-	-	-	35%	44%	25%	42%	35%	36%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**93%**	-	95%	61%	*	-	-	100%	92%	93%	85%
Not Included in Accountability													
Mobile	4%	4%	**3%**	-	2%	18%	*	-	-	0%	3%	3%	3%
Other Exclusions	1%	2%	**3%**	-	3%	21%	*	-	-	0%	4%	4%	11%
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	-	99%	100%	*	-	-	92%	100%	100%	100%
Included in Accountability	94%	95%	**91%**	-	91%	82%	*	-	-	92%	88%	91%	83%
Not Included in Accountability													
Mobile	4%	4%	**5%**	-	5%	0%	*	-	-	0%	9%	5%	7%
Other Exclusions	1%	1%	**3%**	-	3%	18%	*	-	-	0%	3%	3%	10%
Not Tested	1%	0%	**1%**	-	1%	0%	*	-	-	8%	0%	0%	0%
Absent	1%	0%	**1%**	-	0%	0%	*	-	-	8%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**95.4%**	*	95.4%	95.6%	*	-	-	94.1%	92.9%	95.2%	95.2%
2017-18	95.4%	95.9%	**94.9%**	*	94.9%	96.1%	-	-	-	91.2%	92.8%	94.7%	94.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	**1.4%**	*	1.5%	0.0%	*	-	-	0.0%	1.4%	1.4%	3.1%
2017-18	1.9%	0.6%	**1.8%**	*	1.7%	5.6%	-	-	-	0.0%	1.4%	1.9%	3.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	**92.3%**	*	92.1%	*	-	-	-	*	82.4%	92.4%	94.1%
Received TxCHSE	0.5%	0.9%	**1.0%**	*	1.0%	*	-	-	-	*	0.0%	1.2%	0.0%
Continued HS	3.7%	2.5%	**2.6%**	*	2.6%	*	-	-	-	*	17.6%	2.4%	2.9%
Dropped Out	5.9%	2.6%	**4.1%**	*	4.2%	*	-	-	-	*	0.0%	4.1%	2.9%
Graduates and TxCHSE	90.4%	94.8%	**93.4%**	*	93.2%	*	-	-	-	*	82.4%	93.5%	94.1%
Graduates, TxCHSE, and Continuers	94.1%	97.4%	**95.9%**	*	95.8%	*	-	-	-	*	100.0%	95.9%	97.1%
Class of 2018													
Graduated	90.0%	94.7%	**91.2%**	-	91.4%	83.3%	-	-	-	-	91.7%	91.0%	77.8%
Received TxCHSE	0.4%	0.9%	**1.1%**	-	1.1%	0.0%	-	-	-	-	0.0%	0.7%	3.7%
Continued HS	3.8%	2.0%	**2.2%**	-	2.3%	0.0%	-	-	-	-	8.3%	2.1%	11.1%
Dropped Out	5.7%	2.4%	**5.5%**	-	5.1%	16.7%	-	-	-	-	0.0%	6.3%	7.4%
Graduates and TxCHSE	90.4%	95.6%	**92.3%**	-	92.6%	83.3%	-	-	-	-	91.7%	91.7%	81.5%
Graduates, TxCHSE, and Continuers	94.3%	97.6%	**94.5%**	-	94.9%	83.3%	-	-	-	-	100.0%	93.8%	92.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	**92.3%**	-	92.6%	83.3%	-	-	-	-	100.0%	91.8%	81.5%
Received TxCHSE	0.6%	1.1%	**1.1%**	-	1.1%	0.0%	-	-	-	-	0.0%	0.7%	3.7%
Continued HS	1.1%	0.3%	**0.5%**	-	0.6%	0.0%	-	-	-	-	0.0%	0.7%	3.7%
Dropped Out	6.1%	2.7%	**6.0%**	-	5.7%	16.7%	-	-	-	-	0.0%	6.8%	11.1%
Graduates and TxCHSE	92.8%	97.1%	**93.4%**	-	93.8%	83.3%	-	-	-	-	100.0%	92.5%	85.2%
Graduates, TxCHSE, and Continuers	93.9%	97.3%	**94.0%**	-	94.3%	83.3%	-	-	-	-	100.0%	93.2%	88.9%
Class of 2017													
Graduated	92.0%	96.6%	**95.7%**	*	95.7%	*	-	-	-	-	100.0%	95.5%	87.0%
Received TxCHSE	0.6%	0.6%	**0.5%**	*	0.5%	*	-	-	-	-	0.0%	0.6%	0.0%
Continued HS	1.1%	0.1%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	**3.7%**	*	3.8%	*	-	-	-	-	0.0%	3.8%	13.0%
Graduates and TxCHSE	92.6%	97.3%	**96.3%**	*	96.2%	*	-	-	-	-	100.0%	96.2%	87.0%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**96.3%**	*	96.2%	*	-	-	-	-	100.0%	96.2%	87.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	**95.7%**	*	95.7%	*	-	-	-	-	100.0%	95.5%	87.0%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	**0.5%**	*	0.5%	*	-	-	-	-	0.0%	0.6%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	**3.7%**	*	3.8%	*	-	-	-	-	0.0%	3.8%	13.0%
Graduates and TxCHSE	93.2%	97.4%	**96.3%**	*	96.2%	*	-	-	-	-	100.0%	96.2%	87.0%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**96.3%**	*	96.2%	*	-	-	-	-	100.0%	96.2%	87.0%
Class of 2016													
Graduated	92.1%	93.2%	**90.8%**	-	90.7%	*	-	-	-	-	87.5%	90.8%	71.4%
Received TxCHSE	0.8%	0.9%	**0.5%**	-	0.5%	*	-	-	-	-	0.0%	0.6%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.9%	**8.7%**	-	8.8%	*	-	-	-	-	12.5%	8.6%	28.6%
Graduates and TxCHSE	92.9%	94.1%	**91.3%**	-	91.2%	*	-	-	-	-	87.5%	91.4%	71.4%
Graduates, TxCHSE, and Continuers	93.4%	94.1%	**91.3%**	-	91.2%	*	-	-	-	-	87.5%	91.4%	71.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	**90.5%**	*	90.3%	*	-	-	-	*	73.7%	90.2%	91.4%
Class of 2018	90.0%	93.3%	**89.7%**	-	89.9%	83.3%	-	-	-	-	78.6%	89.7%	77.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	**0.0%**	*	0.0%	*	-	-	-	*	0.0%	0.0%	0.0%
Class of 2018	5.0%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	**90.2%**	*	90.6%	*	-	-	-	*	85.7%	92.0%	77.8%
Class of 2018	82.0%	98.8%	**99.4%**	-	99.4%	100.0%	-	-	-	-	100.0%	99.2%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	**90.2%**	*	90.6%	*	-	-	-	*	85.7%	92.0%	77.8%
Class of 2018	86.8%	99.0%	**99.4%**	-	99.4%	100.0%	-	-	-	-	100.0%	99.2%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	*	-	*	*	-	-	-	-	*	*	-
2017-18	37.7%	50.0%	**60.0%**	-	60.0%	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	**0.0%**	*	0.0%	*	-	-	-	*	0.0%	0.0%	0.0%
2017-18	4.9%	0.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	**89.4%**	*	90.2%	*	-	-	-	*	83.3%	91.4%	75.9%
2017-18	81.5%	98.9%	**99.4%**	-	99.4%	100.0%	-	-	-	-	100.0%	99.2%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	**88.5%**	*	89.8%	*	-	-	-	*	71.4%	90.8%	75.9%
2017-18	85.1%	97.9%	**98.2%**	-	98.2%	100.0%	-	-	-	-	84.6%	98.4%	100.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	191	100.0%	774	355,615
By Ethnicity:				
African American	1	0.5%	6	43,953
Hispanic	184	96.3%	738	180,673
White	5	2.6%	23	105,577
American Indian	0	0.0%	0	1,293
Asian	0	0.0%	0	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	1	0.5%	7	7,018
By Graduation Type:				
Minimum H.S. Program	2	1.0%	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	2	1.0%	2	1,090
Foundation H.S. Program (No Endorsement)	27	14.1%	30	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	1	15,160
Foundation H.S. Program (DLA)	160	83.8%	738	285,538
Special Education Graduates	15	7.9%	39	27,598
Economically Disadvantaged Graduates	160	83.8%	620	186,364
LEP Graduates	34	17.8%	93	25,189
At-Risk Graduates	93	48.7%	335	146,432

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	**78.8%**	*	79.3%	60.0%	-	-	-	*	90.0%	80.9%	82.4%
2017-18	65.5%	71.0%	**67.1%**	-	66.7%	80.0%	-	-	-	-	100.0%	67.1%	47.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	**59.7%**	*	60.3%	40.0%	-	-	-	*	66.7%	61.3%	64.7%
2017-18	50.0%	55.6%	**31.8%**	-	30.9%	60.0%	-	-	-	-	0.0%	33.3%	9.5%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	**62.8%**	*	63.0%	60.0%	-	-	-	*	66.7%	63.1%	58.8%
2017-18	58.2%	58.0%	**34.7%**	-	33.3%	80.0%	-	-	-	-	0.0%	31.7%	19.0%
Mathematics													
2018-19	48.6%	68.5%	**69.6%**	*	70.7%	40.0%	-	-	-	*	80.0%	72.5%	76.5%
2017-18	46.0%	55.4%	**25.3%**	-	24.8%	40.0%	-	-	-	-	7.7%	25.4%	14.3%
Both Subjects													
2018-19	44.2%	55.6%	**48.2%**	*	48.4%	40.0%	-	-	-	*	66.7%	48.8%	47.1%
2017-18	42.1%	41.9%	**17.6%**	-	17.0%	40.0%	-	-	-	-	0.0%	17.5%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	**27.2%**	*	28.3%	0.0%	-	-	-	*	0.0%	25.6%	0.0%
2017-18	20.7%	33.9%	**21.2%**	-	20.0%	60.0%	-	-	-	-	0.0%	24.6%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	**17.3%**	*	17.9%	0.0%	-	-	-	*	0.0%	17.5%	17.6%
2017-18	20.4%	17.3%	**13.5%**	-	13.3%	20.0%	-	-	-	-	0.0%	13.5%	9.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	**0.5%**	*	0.5%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	9.8%	**0.6%**	-	0.6%	0.0%	-	-	-	-	0.0%	0.8%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	**4.2%**	*	4.3%	0.0%	-	-	-	*	0.0%	3.8%	0.0%
2017-18	1.0%	1.9%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	**48.4%**	*	49.2%	20.0%	-	-	-	*	63.3%	50.0%	50.0%
2017-18	28.7%	33.3%	**52.4%**	-	52.4%	50.0%	-	-	-	-	100.0%	51.2%	40.5%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	**6.3%**	*	6.5%	0.0%	-	-	-	*	0.0%	6.3%	0.0%
2017-18	4.8%	9.8%	**22.4%**	-	23.0%	0.0%	-	-	-	-	7.7%	23.8%	14.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Total Students: 804
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	**0.5%**	*	0.5%	0.0%	-	-	-	*	6.7%	0.6%	2.9%
2017-18	1.7%	0.3%	**1.2%**	-	1.2%	0.0%	-	-	-	-	15.4%	0.8%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	**70.2%**	*	70.7%	40.0%	-	-	-	*	60.0%	75.0%	58.8%
2017-18	38.7%	43.1%	**67.1%**	-	67.9%	40.0%	-	-	-	-	69.2%	65.1%	42.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	**12.0%**	*	12.5%	0.0%	-	-	-	*	13.3%	11.9%	23.5%
2017-18	4.3%	5.3%	**1.2%**	-	0.6%	20.0%	-	-	-	-	0.0%	0.8%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	**2.6%**	*	2.7%	0.0%	-	-	-	*	33.3%	2.5%	2.9%
2017-18	2.6%	2.6%	**6.5%**	-	6.1%	20.0%	-	-	-	-	84.6%	5.6%	14.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	**14.7%**	*	15.2%	0.0%	-	-	-	*	6.7%	15.0%	5.9%
2017-18	32.1%	35.4%	**22.9%**	-	21.8%	60.0%	-	-	-	-	0.0%	22.2%	0.0%
Mathematics													
2018-19	24.7%	31.4%	**24.6%**	*	25.5%	0.0%	-	-	-	*	0.0%	25.0%	2.9%
2017-18	23.7%	25.4%	**18.2%**	-	17.6%	40.0%	-	-	-	-	0.0%	18.3%	4.8%
Both Subjects													
2018-19	18.8%	23.1%	**6.3%**	*	6.5%	0.0%	-	-	-	*	0.0%	6.3%	0.0%
2017-18	18.1%	18.5%	**12.4%**	-	11.5%	40.0%	-	-	-	-	0.0%	11.9%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	**70.2%**	*	70.7%	40.0%	-	-	-	*	60.0%	75.0%	58.8%
2017-18	58.4%	54.7%	**70.6%**	-	71.5%	40.0%	-	-	-	-	76.9%	69.8%	47.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	**31.4%**	*	31.5%	40.0%	-	-	-	*	66.7%	32.5%	52.9%
2017-18	2.0%	16.6%	**4.1%**	-	4.2%	0.0%	-	-	-	-	0.0%	2.4%	19.0%
Mathematics													
2018-19	7.3%	38.6%	**47.1%**	*	47.8%	40.0%	-	-	-	*	80.0%	51.3%	73.5%
2017-18	3.9%	25.9%	**4.1%**	-	4.2%	0.0%	-	-	-	-	0.0%	4.8%	4.8%
Both Subjects													
2018-19	2.6%	23.0%	**23.0%**	*	22.8%	40.0%	-	-	-	*	66.7%	24.4%	41.2%
2017-18	0.9%	12.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	**16.0%**	*	15.7%	25.0%	-	-	-	*	n/a	15.9%	n/a
2018	25.8%	24.4%	**13.9%**	*	13.3%	37.5%	-	-	-	*	n/a	13.7%	n/a
English Language Arts													
2019	14.5%	11.3%	**7.4%**	*	7.4%	12.5%	-	-	-	*	n/a	7.3%	n/a
2018	15.3%	7.5%	**3.0%**	*	2.9%	12.5%	-	-	-	*	n/a	3.0%	n/a
Mathematics													
2019	7.4%	3.7%	**2.9%**	*	3.0%	0.0%	-	-	-	*	n/a	2.4%	n/a
2018	7.3%	5.5%	**3.8%**	*	3.4%	25.0%	-	-	-	*	n/a	4.0%	n/a
Science													
2019	10.4%	13.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	10.8%	10.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	10.6%	**6.4%**	*	6.0%	12.5%	-	-	-	*	n/a	6.7%	n/a
2018	14.5%	3.9%	**3.8%**	*	3.4%	12.5%	-	-	-	*	n/a	3.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	**26.7%**	-	28.1%	*	-	-	-	*	n/a	28.8%	n/a
2018	50.7%	29.8%	**27.3%**	-	29.4%	*	-	-	-	*	n/a	26.7%	n/a
English Language Arts													
2019	41.2%	9.6%	**0.0%**	-	0.0%	*	-	-	-	-	n/a	0.0%	n/a
2018	42.5%	5.8%	**0.0%**	-	0.0%	*	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2019	52.2%	32.8%	**18.2%**	-	18.2%	-	-	-	-	-	n/a	12.5%	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	**0.0%**	-	0.0%	*	-	-	-	-	n/a	0.0%	n/a
Science													
2019	40.6%	8.6%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	**0.0%**	-	0.0%	*	-	-	-	*	n/a	0.0%	n/a
2018	44.6%	0.0%	**0.0%**	-	0.0%	*	-	-	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	**99.5%**	*	100.0%	60.0%	-	-	-	*	n/a	100.0%	n/a
2017-18	74.6%	100.0%	**100.0%**	-	100.0%	100.0%	-	-	-	-	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	**11.6%**	*	11.4%	*	-	-	-	*	n/a	10.2%	n/a
2017-18	37.9%	15.1%	**5.7%**	-	4.8%	40.0%	-	-	-	-	n/a	4.7%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	**897**	*	896	*	-	-	-	*	n/a	892	n/a
2017-18	1036	907	**853**	-	848	1024	-	-	-	-	n/a	847	n/a
English Language Arts and Writing													
2018-19	517	457	**446**	*	446	*	-	-	-	*	n/a	444	n/a
2017-18	521	453	**423**	-	421	528	-	-	-	-	n/a	419	n/a
Mathematics													
2018-19	510	457	**451**	*	450	*	-	-	-	*	n/a	449	n/a
2017-18	515	455	**429**	-	427	496	-	-	-	-	n/a	427	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	**19.9**	-	19.9	-	-	-	-	-	n/a	19.6	n/a
2017-18	20.6	17.4	**16.7**	-	16.2	*	-	-	-	-	n/a	16.1	n/a
English Language Arts													
2018-19	20.3	19.5	**19.1**	-	19.1	-	-	-	-	-	n/a	18.6	n/a
2017-18	20.3	16.7	**15.7**	-	15.2	*	-	-	-	-	n/a	14.9	n/a
Mathematics													
2018-19	20.4	20.8	**20.8**	-	20.8	-	-	-	-	-	n/a	20.5	n/a
2017-18	20.6	17.5	**17.0**	-	16.7	*	-	-	-	-	n/a	16.8	n/a
Science													
2018-19	20.8	20.3	**20.1**	-	20.1	-	-	-	-	-	n/a	20.3	n/a
2017-18	20.9	18.3	**17.7**	-	17.4	*	-	-	-	-	n/a	17.2	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	**26.2%**	*	26.8%	9.4%	*	-	-	28.6%	9.1%	25.9%	16.0%
2017-18	43.4%	44.1%	**30.5%**	*	30.5%	37.5%	-	-	-	14.3%	20.6%	29.4%	24.3%
English Language Arts													
2018-19	17.8%	20.8%	**8.9%**	*	9.1%	3.2%	*	-	-	0.0%	0.0%	8.6%	5.8%
2017-18	17.3%	21.6%	**11.5%**	*	11.5%	14.3%	-	-	-	0.0%	4.7%	11.7%	9.0%
Mathematics													
2018-19	20.4%	17.5%	**8.2%**	*	8.6%	0.0%	*	-	-	0.0%	1.6%	7.7%	1.3%
2017-18	20.7%	19.1%	**17.5%**	*	17.6%	21.4%	-	-	-	0.0%	12.5%	16.6%	7.7%
Science													
2018-19	21.7%	23.6%	**18.4%**	*	18.8%	6.5%	*	-	-	20.0%	4.7%	18.5%	12.6%
2017-18	21.2%	19.0%	**9.2%**	*	9.2%	14.3%	-	-	-	0.0%	6.7%	9.4%	3.5%
Social Studies													
2018-19	23.6%	17.0%	**8.7%**	*	8.9%	3.1%	*	-	-	14.3%	0.0%	8.7%	1.2%
2017-18	22.8%	13.6%	**8.6%**	*	8.2%	28.6%	-	-	-	20.0%	0.0%	8.6%	3.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	**37.1%**	-	37.0%	40.0%	-	-	-	-	30.8%	36.4%	23.8%
2016-17	54.6%	56.7%	**53.0%**	*	53.7%	*	-	-	-	-	26.7%	52.0%	52.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	**33.9%**	-	31.7%	*	-	-	-	-	*	27.7%	20.0%
2016-17	59.2%	43.5%	**30.5%**	-	30.9%	*	-	-	-	-	*	31.2%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	804	100.0%	11,195	5,479,173	805	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	255	31.7%	9.3%	8.2%	255	31.7%	9.2%	8.2%
Grade 10	212	26.4%	7.5%	7.4%	212	26.3%	7.5%	7.4%
Grade 11	174	21.6%	7.4%	6.9%	174	21.6%	7.4%	6.9%
Grade 12	163	20.3%	6.3%	6.4%	164	20.4%	6.4%	6.4%
Ethnic Distribution:								
African American	1	0.1%	0.3%	12.6%	1	0.1%	0.3%	12.6%
Hispanic	757	94.2%	95.1%	52.8%	758	94.2%	95.0%	52.8%
White	37	4.6%	3.5%	27.0%	37	4.6%	3.5%	27.0%
American Indian	4	0.5%	0.3%	0.4%	4	0.5%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	0.6%	0.6%	2.5%	5	0.6%	0.6%	2.5%
Sex:								
Female	409	50.9%	48.8%	48.8%	410	50.9%	48.8%	48.8%
Male	395	49.1%	51.2%	51.2%	395	49.1%	51.2%	51.2%
Economically Disadvantaged	704	87.6%	86.3%	60.3%	705	87.6%	86.3%	60.2%
Non-Educationally Disadvantaged	100	12.4%	13.7%	39.7%	100	12.4%	13.7%	39.8%
Section 504 Students	21	2.6%	2.3%	6.9%	21	2.6%	2.4%	6.9%
English Learners (EL)	176	21.9%	39.3%	20.3%	176	21.9%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	14	1.6%	1.2%	1.5%				
Students w/ Dyslexia	6	0.7%	0.7%	4.1%	6	0.7%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	8	1.0%	1.4%	1.4%	8	1.0%	1.4%	1.4%
Immigrant	9	1.1%	1.2%	2.3%	9	1.1%	1.2%	2.3%
Migrant	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Title I	804	100.0%	100.0%	65.1%	805	100.0%	100.0%	65.1%
Military Connected	6	0.7%	2.5%	1.9%	6	0.7%	2.5%	1.9%
At-Risk	500	62.2%	62.4%	50.6%	501	62.2%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Student Information	Membership Count (Campus)	Membership Percent (Campus)	Membership District	Membership State	Enrollment Count (Campus)	Enrollment Percent (Campus)	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	155	19.3%	34.6%	20.6%	155	19.3%	34.6%	20.6%
Career & Technical Education	714	88.8%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	488	60.7%	39.4%	50.8%	488	60.6%	39.2%	50.8%
Gifted & Talented Education	54	6.7%	4.5%	8.1%	54	6.7%	4.5%	8.1%
Special Education	65	8.1%	10.0%	10.5%	65	8.1%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	35	53.8%	54.8%	42.4%				
Students with Physical Disabilities	*	*	20.1%	21.4%				
Students with Autism	**	**	8.0%	13.8%				
Students with Behavioral Disabilities	17	26.2%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	113	12.8%	12.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	97	11.0%						
White	13	1.5%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	109	16.7%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	19.3%	13.2%	7.8%	18.8%	16.7%	13.1%

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	17.3	16.6	16.4
Foreign Languages	26.1	21.3	18.7
Mathematics	18.0	16.9	17.8
Science	20.2	18.0	18.8
Social Studies	19.4	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	71.7	100.0%	100.0%	100.0%
Professional Staff:	64.7	90.2%	60.3%	63.7%
Teachers	53.5	74.7%	45.9%	49.4%
Professional Support	8.1	11.4%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	4.2%	2.7%	3.0%
Educational Aides:	7.0	9.8%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	4.0	n/a	1.0	1,103.0
Total Minority Staff:	65.6	91.5%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	48.2	90.1%	92.2%	28.1%
White	5.3	9.9%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	26.7	49.8%	30.6%	23.8%
Females	26.9	50.2%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.8	9.0%	2.0%	1.3%
Bachelors	26.1	48.7%	70.3%	73.4%
Masters	21.7	40.5%	26.9%	24.5%
Doctorate	1.0	1.9%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.7%	5.4%	7.4%
1-5 Years Experience	15.8	29.5%	31.1%	27.9%
6-10 Years Experience	9.1	17.0%	19.7%	19.4%
11-20 Years Experience	19.2	35.9%	32.7%	29.4%
Over 20 Years Experience	7.5	14.0%	11.1%	15.9%
Number of Students per Teacher	15.0	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	5.2	6.2
Average Years Experience of Principals with District	2.0	4.3	5.3
Average Years Experience of Assistant Principals	4.0	4.8	5.3
Average Years Experience of Assistant Principals with District	4.0	4.1	4.7
Average Years Experience of Teachers:	11.0	10.3	11.1
Average Years Experience of Teachers with District:	7.4	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,155	$51,813	$49,868
1-5 Years Experience	$54,021	$52,889	$52,823
6-10 Years Experience	$54,405	$54,748	$55,756
11-20 Years Experience	$58,225	$58,129	$59,308
Over 20 Years Experience	$63,693	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,764	$56,342	$57,091
Professional Support	$67,439	$68,378	$67,352
Campus Administration (School Leadership)	$86,444	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: MOUNTAIN VIEW H S
Campus Number: 071901002

Total Students: 804
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.8%	19.3%	6.5%
Career & Technical Education	10.3	19.3%	4.6%	5.0%
Compensatory Education	0.0	0.0%	2.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	37.7	70.5%	62.5%	70.9%
Special Education	2.7	5.0%	8.8%	9.3%
Other	1.9	3.5%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **HORIZON H S**

Campus Number: **071901004**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	65%	**58%**	*	58%	83%	-	-	-	*	16%	40%	62%	50%	58%	41%
	2018	65%	59%	**56%**	*	56%	67%	-	*	-	*	26%	71%	61%	42%	55%	38%
At Meets Grade Level or Above	2019	50%	41%	**34%**	*	33%	67%	-	-	-	*	4%	40%	37%	26%	33%	16%
	2018	44%	34%	**29%**	*	29%	56%	-	*	-	*	11%	0%	34%	18%	28%	11%
At Masters Grade Level	2019	11%	7%	**4%**	*	4%	17%	-	-	-	*	0%	0%	5%	2%	3%	0%
	2018	7%	4%	**2%**	*	2%	0%	-	*	-	*	0%	0%	2%	0%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	**63%**	*	63%	75%	-	*	-	*	24%	50%	67%	52%	62%	42%
	2018	67%	61%	**54%**	*	54%	50%	-	-	-	*	20%	50%	60%	39%	54%	28%
At Meets Grade Level or Above	2019	49%	41%	**37%**	*	37%	63%	-	*	-	*	13%	33%	41%	24%	35%	15%
	2018	48%	38%	**32%**	*	32%	17%	-	-	-	*	16%	17%	34%	25%	30%	10%
At Masters Grade Level	2019	8%	3%	**1%**	*	1%	0%	-	*	-	*	0%	0%	2%	0%	1%	0%
	2018	8%	3%	**1%**	*	1%	0%	-	-	-	*	0%	0%	1%	1%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**82%**	*	81%	90%	-	-	-	-	39%	*	84%	73%	82%	80%
	2018	83%	81%	**77%**	*	76%	100%	-	*	-	*	35%	*	78%	71%	77%	73%
At Meets Grade Level or Above	2019	61%	63%	**46%**	*	45%	70%	-	-	-	-	7%	*	48%	38%	46%	36%
	2018	55%	48%	**37%**	*	36%	57%	-	*	-	*	8%	*	40%	28%	37%	30%
At Masters Grade Level	2019	37%	36%	**22%**	*	21%	50%	-	-	-	-	0%	*	23%	16%	21%	11%
	2018	32%	23%	**14%**	*	13%	29%	-	*	-	*	2%	*	14%	12%	14%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	83%	**79%**	*	78%	100%	-	-	-	-	47%	*	81%	72%	78%	69%
	2018	87%	81%	**77%**	*	77%	100%	-	*	-	*	48%	*	82%	64%	77%	62%
At Meets Grade Level or Above	2019	62%	47%	**37%**	*	37%	55%	-	-	-	-	9%	*	40%	30%	36%	18%
	2018	59%	45%	**39%**	*	38%	67%	-	*	-	*	13%	*	44%	24%	38%	19%
At Masters Grade Level	2019	25%	13%	**9%**	*	9%	27%	-	-	-	-	0%	*	11%	6%	8%	1%
	2018	24%	11%	**6%**	*	5%	11%	-	*	-	*	0%	*	7%	3%	4%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**92%**	*	92%	-	-	*	-	*	61%	*	93%	90%	92%	85%
	2018	92%	92%	**91%**	*	91%	100%	-	-	-	*	44%	100%	94%	80%	90%	79%
At Meets Grade Level or Above	2019	73%	71%	**69%**	*	70%	-	-	*	-	*	29%	*	73%	57%	69%	48%
	2018	70%	67%	**62%**	*	62%	83%	-	-	-	*	15%	60%	66%	45%	60%	36%
At Masters Grade Level	2019	45%	37%	**35%**	*	35%	-	-	*	-	*	10%	*	39%	23%	33%	12%
	2018	40%	32%	**29%**	*	28%	50%	-	-	-	*	4%	0%	32%	12%	26%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**72%**	73%	72%	88%	-	*	-	71%	34%	67%	75%	64%	72%	58%

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	71%	**69%**	83%	68%	84%	-	*	-	60%	33%	80%	73%	55%	68%	52%
At Meets Grade Level or Above	2019	50%	42%	**42%**	55%	42%	63%	-	*	-	0%	10%	48%	46%	32%	41%	22%
	2018	48%	38%	**38%**	50%	38%	57%	-	*	-	50%	12%	28%	42%	26%	37%	19%
At Masters Grade Level	2019	24%	17%	**12%**	18%	12%	24%	-	*	-	0%	1%	14%	14%	7%	11%	3%
	2018	22%	13%	**9%**	17%	8%	16%	-	*	-	10%	1%	0%	10%	4%	8%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**61%**	60%	60%	80%	-	*	-	60%	19%	45%	64%	51%	60%	41%
	2018	74%	67%	**55%**	80%	55%	60%	-	*	-	*	23%	62%	60%	40%	54%	34%
At Meets Grade Level or Above	2019	48%	39%	**35%**	40%	35%	65%	-	*	-	0%	8%	36%	39%	25%	34%	15%
	2018	46%	35%	**30%**	40%	30%	40%	-	*	-	*	14%	8%	34%	21%	29%	11%
At Masters Grade Level	2019	21%	13%	**3%**	0%	3%	10%	-	*	-	0%	0%	0%	4%	1%	2%	0%
	2018	19%	11%	**2%**	0%	2%	0%	-	*	-	*	0%	0%	2%	1%	1%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**82%**	*	81%	90%	-	-	-	-	39%	*	84%	73%	82%	80%
	2018	81%	77%	**77%**	*	76%	100%	-	*	-	*	35%	*	78%	71%	77%	73%
At Meets Grade Level or Above	2019	52%	47%	**46%**	*	45%	70%	-	-	-	-	7%	*	48%	38%	46%	36%
	2018	50%	41%	**37%**	*	36%	57%	-	*	-	*	8%	*	40%	28%	37%	30%
At Masters Grade Level	2019	26%	22%	**22%**	*	21%	50%	-	-	-	-	0%	*	23%	16%	21%	11%
	2018	24%	16%	**14%**	*	13%	29%	-	*	-	*	2%	*	14%	12%	14%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**79%**	*	78%	100%	-	-	-	-	47%	*	81%	72%	78%	69%
	2018	80%	73%	**77%**	*	77%	100%	-	*	-	*	48%	*	82%	64%	77%	62%
At Meets Grade Level or Above	2019	54%	44%	**37%**	*	37%	55%	-	-	-	-	9%	*	40%	30%	36%	18%
	2018	51%	40%	**39%**	*	38%	67%	-	*	-	*	13%	*	44%	24%	38%	19%
At Masters Grade Level	2019	25%	16%	**9%**	*	9%	27%	-	-	-	-	0%	*	11%	6%	8%	1%
	2018	23%	13%	**6%**	*	5%	11%	-	*	-	*	0%	*	7%	3%	4%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**92%**	*	92%	-	-	*	-	*	61%	*	93%	90%	92%	85%
	2018	78%	78%	**91%**	*	91%	100%	-	-	-	*	44%	100%	94%	80%	90%	79%
At Meets Grade Level or Above	2019	55%	51%	**69%**	*	70%	-	-	*	-	*	29%	*	73%	57%	69%	48%
	2018	53%	48%	**62%**	*	62%	83%	-	-	-	*	15%	60%	66%	45%	60%	36%
At Masters Grade Level	2019	33%	27%	**35%**	*	35%	-	-	*	-	*	10%	*	39%	23%	33%	12%
	2018	31%	23%	**29%**	*	28%	50%	-	-	-	*	4%	0%	32%	12%	26%	8%

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	**66**	*	66	75	-	*	-	*	60	*	66	70	66	63
	2018	67	64	**62**	*	62	-	-	-	-	*	61	*	63	56	61	53
End of Course Algebra I	2019	75	80	**71**	*	71	88	-	-	-	-	29	*	73	64	72	65
	2018	72	67	**65**	*	64	92	-	*	-	*	23	*	66	59	65	57
All Grades Both Subjects	2019	69	69	**69**	*	68	81	-	*	-	*	43	83	69	67	69	64
	2018	69	66	**63**	*	63	92	-	*	-	*	43	50	65	58	63	55
All Grades ELA/Reading	2019	68	69	**66**	*	66	75	-	*	-	*	60	*	66	70	66	63
	2018	69	67	**62**	*	62	-	-	-	-	*	61	*	63	56	61	53
All Grades Mathematics	2019	70	70	**71**	*	71	88	-	-	-	-	29	*	73	64	72	65
	2018	70	65	**65**	*	64	92	-	*	-	*	23	*	66	59	65	57

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	59%	*	-	*	-	-	-	-	-	-	*	*

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,540
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**72%**	-	-	-	-	-	44%	-	44%	57%	44%	45%
	2018	77%	71%	**69%**	-	-	-	-	-	37%	-	37%	43%	37%	37%
At Meets Grade Level or Above	2019	50%	42%	**42%**	-	-	-	-	-	12%	-	12%	24%	12%	12%
	2018	48%	38%	**38%**	-	-	-	-	-	8%	-	8%	13%	8%	8%
At Masters Grade Level	2019	24%	17%	**12%**	-	-	-	-	-	2%	-	2%	2%	2%	2%
	2018	22%	13%	**9%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**61%**	-	-	-	-	-	26%	-	26%	38%	26%	27%
	2018	74%	67%	**55%**	-	-	-	-	-	19%	-	19%	29%	19%	19%
At Meets Grade Level or Above	2019	48%	39%	**35%**	-	-	-	-	-	6%	-	6%	10%	6%	6%
	2018	46%	35%	**30%**	-	-	-	-	-	3%	-	3%	7%	3%	3%
At Masters Grade Level	2019	21%	13%	**3%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	19%	11%	**2%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**82%**	-	-	-	-	-	70%	-	70%	90%	70%	72%
	2018	81%	77%	**77%**	-	-	-	-	-	60%	-	60%	*	60%	60%
At Meets Grade Level or Above	2019	52%	47%	**46%**	-	-	-	-	-	24%	-	24%	40%	24%	26%
	2018	50%	41%	**37%**	-	-	-	-	-	15%	-	15%	*	15%	15%
At Masters Grade Level	2019	26%	22%	**22%**	-	-	-	-	-	9%	-	9%	0%	9%	8%
	2018	24%	16%	**14%**	-	-	-	-	-	4%	-	4%	*	4%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**79%**	-	-	-	-	-	56%	-	56%	54%	56%	56%
	2018	80%	73%	**77%**	-	-	-	-	-	46%	-	46%	*	46%	47%
At Meets Grade Level or Above	2019	54%	44%	**37%**	-	-	-	-	-	8%	-	8%	23%	8%	9%
	2018	51%	40%	**39%**	-	-	-	-	-	6%	-	6%	*	6%	8%
At Masters Grade Level	2019	25%	16%	**9%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
	2018	23%	13%	**6%**	-	-	-	-	-	1%	-	1%	*	1%	1%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**92%**	-	-	-	-	-	78%	-	78%	80%	78%	79%
	2018	78%	78%	**91%**	-	-	-	-	-	71%	-	71%	*	71%	71%
At Meets Grade Level or Above	2019	55%	51%	**69%**	-	-	-	-	-	32%	-	32%	60%	32%	34%
	2018	53%	48%	**62%**	-	-	-	-	-	23%	-	23%	*	23%	22%
At Masters Grade Level	2019	33%	27%	**35%**	-	-	-	-	-	9%	-	9%	20%	9%	10%
	2018	31%	23%	**29%**	-	-	-	-	-	6%	-	6%	*	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**69%**	-	-	-	-	-	58%	-	58%	53%	58%	58%
	2018	69%	66%	**63%**	-	-	-	-	-	50%	-	50%	*	50%	50%
All Grades ELA/Reading	2019	68%	69%	**66%**	-	-	-	-	-	66%	-	66%	40%	66%	64%
	2018	69%	67%	**62%**	-	-	-	-	-	52%	-	52%	*	52%	53%
All Grades Mathematics	2019	70%	70%	**71%**	-	-	-	-	-	52%	-	52%	60%	52%	53%
	2018	70%	65%	**65%**	-	-	-	-	-	48%	-	48%	*	48%	47%

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,562
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	94%	95%	*	*	-	64%	93%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	3%	5%	*	*	-	27%	5%	3%	3%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	*	*	-	9%	2%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**92%**	67%	93%	82%	-	*	-	91%	94%	92%	87%
Not Included in Accountability													
Mobile	4%	4%	**5%**	33%	5%	13%	-	*	-	0%	5%	6%	5%
Other Exclusions	1%	1%	**2%**	0%	2%	4%	-	*	-	9%	1%	2%	9%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**94.9%**	92.7%	95.0%	94.4%	*	*	-	95.1%	93.6%	94.7%	95.1%
2017-18	95.4%	95.9%	**94.9%**	94.3%	94.9%	93.9%	*	*	-	95.2%	94.4%	94.7%	94.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	**1.1%**	0.0%	1.0%	3.3%	*	*	-	8.3%	3.0%	1.0%	0.9%
2017-18	1.9%	0.6%	**0.4%**	0.0%	0.4%	0.0%	*	*	-	0.0%	0.0%	0.4%	0.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	**91.8%**	100.0%	91.6%	91.7%	-	-	-	*	84.2%	90.9%	78.4%
Received TxCHSE	0.5%	0.9%	**1.1%**	0.0%	1.1%	0.0%	-	-	-	*	0.0%	1.3%	0.0%
Continued HS	3.7%	2.5%	**3.7%**	0.0%	3.9%	0.0%	-	-	-	*	5.3%	4.1%	13.7%
Dropped Out	5.9%	2.6%	**3.4%**	0.0%	3.4%	8.3%	-	-	-	*	10.5%	3.8%	7.8%
Graduates and TxCHSE	90.4%	94.8%	**92.9%**	100.0%	92.7%	91.7%	-	-	-	*	84.2%	92.1%	78.4%
Graduates, TxCHSE, and Continuers	94.1%	97.4%	**96.6%**	100.0%	96.6%	91.7%	-	-	-	*	89.5%	96.2%	92.2%
Class of 2018													
Graduated	90.0%	94.7%	**94.9%**	*	94.7%	100.0%	-	-	-	*	95.2%	94.1%	87.2%
Received TxCHSE	0.4%	0.9%	**0.6%**	*	0.6%	0.0%	-	-	-	*	0.0%	0.7%	2.6%
Continued HS	3.8%	2.0%	**2.7%**	*	2.8%	0.0%	-	-	-	*	4.8%	2.9%	10.3%
Dropped Out	5.7%	2.4%	**1.8%**	*	1.9%	0.0%	-	-	-	*	0.0%	2.2%	0.0%
Graduates and TxCHSE	90.4%	95.6%	**95.5%**	*	95.3%	100.0%	-	-	-	*	95.2%	94.9%	89.7%
Graduates, TxCHSE, and Continuers	94.3%	97.6%	**98.2%**	*	98.1%	100.0%	-	-	-	*	100.0%	97.8%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	**97.0%**	*	96.8%	100.0%	-	-	-	*	100.0%	96.7%	94.9%
Received TxCHSE	0.6%	1.1%	**0.6%**	*	0.6%	0.0%	-	-	-	*	0.0%	0.7%	2.6%
Continued HS	1.1%	0.3%	**0.3%**	*	0.3%	0.0%	-	-	-	*	0.0%	0.4%	2.6%
Dropped Out	6.1%	2.7%	**2.1%**	*	2.2%	0.0%	-	-	-	*	0.0%	2.2%	0.0%
Graduates and TxCHSE	92.8%	97.1%	**97.6%**	*	97.5%	100.0%	-	-	-	*	100.0%	97.4%	97.4%
Graduates, TxCHSE, and Continuers	93.9%	97.3%	**97.9%**	*	97.8%	100.0%	-	-	-	*	100.0%	97.8%	100.0%
Class of 2017													
Graduated	92.0%	96.6%	**96.7%**	*	96.6%	100.0%	*	-	-	-	85.0%	96.6%	90.3%
Received TxCHSE	0.6%	0.6%	**0.8%**	*	0.8%	0.0%	*	-	-	-	0.0%	0.7%	0.0%
Continued HS	1.1%	0.1%	**0.3%**	*	0.3%	0.0%	*	-	-	-	5.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	**2.2%**	*	2.3%	0.0%	*	-	-	-	10.0%	2.7%	9.7%
Graduates and TxCHSE	92.6%	97.3%	**97.5%**	*	97.5%	100.0%	*	-	-	-	85.0%	97.3%	90.3%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**97.8%**	*	97.7%	100.0%	*	-	-	-	90.0%	97.3%	90.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	**97.0%**	*	96.9%	100.0%	*	-	-	-	89.5%	96.6%	90.3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	**0.8%**	*	0.9%	0.0%	*	-	-	-	0.0%	0.7%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	**2.2%**	*	2.3%	0.0%	*	-	-	-	10.5%	2.7%	9.7%
Graduates and TxCHSE	93.2%	97.4%	**97.8%**	*	97.7%	100.0%	*	-	-	-	89.5%	97.3%	90.3%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**97.8%**	*	97.7%	100.0%	*	-	-	-	89.5%	97.3%	90.3%
Class of 2016													
Graduated	92.1%	93.2%	**92.7%**	*	92.5%	100.0%	-	-	-	-	84.0%	91.4%	88.9%
Received TxCHSE	0.8%	0.9%	**1.4%**	*	1.4%	0.0%	-	-	-	-	0.0%	1.7%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.9%	**5.9%**	*	6.1%	0.0%	-	-	-	-	16.0%	7.0%	11.1%
Graduates and TxCHSE	92.9%	94.1%	**94.1%**	*	93.9%	100.0%	-	-	-	-	84.0%	93.0%	88.9%
Graduates, TxCHSE, and Continuers	93.4%	94.1%	**94.1%**	*	93.9%	100.0%	-	-	-	-	84.0%	93.0%	88.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	**88.1%**	100.0%	87.7%	91.7%	-	-	-	*	76.2%	87.6%	70.2%
Class of 2018	90.0%	93.3%	**93.0%**	*	92.6%	100.0%	-	-	-	*	90.9%	92.1%	77.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	**0.3%**	0.0%	0.3%	0.0%	-	-	-	*	6.7%	0.3%	0.0%
Class of 2018	5.0%	0.1%	**0.3%**	*	0.4%	0.0%	-	-	-	*	0.0%	0.4%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	**99.7%**	100.0%	99.7%	100.0%	-	-	-	*	93.3%	99.7%	100.0%
Class of 2018	82.0%	98.8%	**97.7%**	*	97.5%	100.0%	-	-	-	*	44.4%	97.1%	92.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	100.0%
Class of 2018	86.8%	99.0%	**98.0%**	*	97.9%	100.0%	-	-	-	*	44.4%	97.6%	93.3%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	**57.1%**	-	50.0%	*	-	-	-	-	*	40.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	**0.3%**	0.0%	0.3%	0.0%	-	-	-	0.0%	6.3%	0.3%	0.0%
2017-18	4.9%	0.1%	**0.3%**	*	0.3%	0.0%	-	-	-	*	0.0%	0.4%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	**99.7%**	100.0%	99.7%	100.0%	-	-	-	100.0%	93.8%	99.7%	100.0%
2017-18	81.5%	98.9%	**97.8%**	*	97.6%	100.0%	-	-	-	*	44.4%	97.2%	92.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%	100.0%
2017-18	85.1%	97.9%	**97.2%**	*	97.0%	100.0%	-	-	-	*	41.7%	96.5%	93.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	359	100.0%	774	355,615
By Ethnicity:				
African American	5	1.4%	6	43,953
Hispanic	339	94.4%	738	180,673
White	10	2.8%	23	105,577
American Indian	0	0.0%	0	1,293
Asian	0	0.0%	0	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	5	1.4%	7	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	2	1,090
Foundation H.S. Program (No Endorsement)	1	0.3%	30	51,579
Foundation H.S. Program (Endorsement)	1	0.3%	1	15,160
Foundation H.S. Program (DLA)	357	99.4%	738	285,538
Special Education Graduates	17	4.7%	39	27,598
Economically Disadvantaged Graduates	294	81.9%	620	186,364
LEP Graduates	44	12.3%	93	25,189
At-Risk Graduates	183	51.0%	335	146,432

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	**64.1%**	90.0%	63.3%	80.0%	-	-	-	60.0%	94.1%	65.0%	43.2%
2017-18	65.5%	71.0%	**55.0%**	*	56.1%	25.0%	-	-	-	*	47.8%	54.5%	30.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	**44.0%**	60.0%	43.7%	60.0%	-	-	-	20.0%	11.8%	45.6%	11.4%
2017-18	50.0%	55.6%	**40.1%**	*	40.6%	18.8%	-	-	-	*	4.3%	38.3%	18.2%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	**56.0%**	60.0%	56.0%	70.0%	-	-	-	20.0%	11.8%	55.4%	18.2%
2017-18	58.2%	58.0%	**47.6%**	*	47.3%	43.8%	-	-	-	*	4.3%	44.7%	24.2%
Mathematics													
2018-19	48.6%	68.5%	**54.0%**	40.0%	54.0%	70.0%	-	-	-	40.0%	41.2%	53.4%	40.9%
2017-18	46.0%	55.4%	**54.2%**	*	55.0%	37.5%	-	-	-	*	47.8%	53.8%	30.3%
Both Subjects													
2018-19	44.2%	55.6%	**39.0%**	20.0%	38.9%	60.0%	-	-	-	20.0%	11.8%	39.8%	6.8%
2017-18	42.1%	41.9%	**31.3%**	*	31.6%	18.8%	-	-	-	*	0.0%	29.3%	6.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	**17.5%**	40.0%	17.1%	20.0%	-	-	-	20.0%	0.0%	17.3%	0.0%
2017-18	20.7%	33.9%	**19.6%**	*	19.8%	6.3%	-	-	-	*	0.0%	17.3%	3.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	**12.0%**	40.0%	11.8%	10.0%	-	-	-	0.0%	0.0%	12.2%	4.5%
2017-18	20.4%	17.3%	**10.2%**	*	10.5%	6.3%	-	-	-	*	4.3%	10.2%	15.2%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	9.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	**4.7%**	20.0%	4.7%	0.0%	-	-	-	0.0%	0.0%	4.8%	0.0%
2017-18	1.0%	1.9%	**1.8%**	*	1.9%	0.0%	-	-	-	*	0.0%	1.1%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	**34.1%**	40.0%	33.6%	45.0%	-	-	-	40.0%	94.1%	34.4%	37.5%
2017-18	28.7%	33.3%	**22.0%**	*	22.8%	6.3%	-	-	-	*	43.5%	22.7%	13.6%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	**2.5%**	0.0%	2.4%	10.0%	-	-	-	0.0%	0.0%	3.1%	0.0%
2017-18	4.8%	9.8%	**3.3%**	*	3.5%	0.0%	-	-	-	*	4.3%	4.1%	3.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
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Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	**0.6%**	0.0%	0.3%	0.0%	-	-	-	20.0%	11.8%	0.3%	2.3%
2017-18	1.7%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	**55.2%**	40.0%	55.2%	60.0%	-	-	-	60.0%	52.9%	55.1%	52.3%
2017-18	38.7%	43.1%	**34.3%**	*	35.5%	12.5%	-	-	-	*	47.8%	34.2%	24.2%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	**2.8%**	0.0%	2.9%	0.0%	-	-	-	0.0%	0.0%	2.7%	2.3%
2017-18	4.3%	5.3%	**2.1%**	*	2.2%	0.0%	-	-	-	*	0.0%	2.3%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	**4.5%**	20.0%	3.8%	10.0%	-	-	-	20.0%	94.1%	4.4%	13.6%
2017-18	2.6%	2.6%	**1.5%**	*	1.6%	0.0%	-	-	-	*	21.7%	1.9%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	**40.4%**	60.0%	40.1%	50.0%	-	-	-	20.0%	5.9%	39.5%	2.3%
2017-18	32.1%	35.4%	**33.1%**	*	33.9%	18.8%	-	-	-	*	0.0%	30.1%	6.1%
Mathematics													
2018-19	24.7%	31.4%	**32.3%**	40.0%	32.7%	20.0%	-	-	-	20.0%	0.0%	34.0%	2.3%
2017-18	23.7%	25.4%	**27.1%**	*	27.5%	12.5%	-	-	-	*	0.0%	25.6%	6.1%
Both Subjects													
2018-19	18.8%	23.1%	**27.3%**	20.0%	27.7%	20.0%	-	-	-	20.0%	0.0%	27.9%	0.0%
2017-18	18.1%	18.5%	**20.2%**	*	20.4%	12.5%	-	-	-	*	0.0%	18.8%	3.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	**55.2%**	40.0%	55.2%	60.0%	-	-	-	60.0%	52.9%	55.1%	52.3%
2017-18	58.4%	54.7%	**53.6%**	*	54.0%	43.8%	-	-	-	*	60.9%	53.0%	45.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	**8.6%**	0.0%	8.8%	10.0%	-	-	-	0.0%	5.9%	9.5%	11.4%
2017-18	2.0%	16.6%	**3.0%**	*	2.9%	6.3%	-	-	-	*	4.3%	3.4%	12.1%
Mathematics													
2018-19	7.3%	38.6%	**20.9%**	0.0%	20.6%	40.0%	-	-	-	20.0%	41.2%	19.7%	38.6%
2017-18	3.9%	25.9%	**26.5%**	*	27.2%	18.8%	-	-	-	*	47.8%	28.2%	27.3%
Both Subjects													
2018-19	2.6%	23.0%	**3.6%**	0.0%	3.5%	10.0%	-	-	-	0.0%	5.9%	4.1%	4.5%
2017-18	0.9%	12.0%	**1.2%**	*	1.3%	0.0%	-	-	-	*	0.0%	1.1%	3.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	**30.3%**	62.5%	30.2%	22.2%	*	-	-	14.3%	n/a	28.3%	n/a
2018	25.8%	24.4%	**24.5%**	37.5%	24.4%	25.0%	-	*	-	20.0%	n/a	22.9%	n/a
English Language Arts													
2019	14.5%	11.3%	**10.5%**	25.0%	10.8%	3.7%	*	-	-	0.0%	n/a	9.0%	n/a
2018	15.3%	7.5%	**6.6%**	12.5%	6.6%	6.3%	-	*	-	0.0%	n/a	5.8%	n/a
Mathematics													
2019	7.4%	3.7%	**2.6%**	0.0%	2.8%	0.0%	*	-	-	0.0%	n/a	2.4%	n/a
2018	7.3%	5.5%	**3.2%**	0.0%	3.1%	6.3%	-	*	-	0.0%	n/a	3.0%	n/a
Science													
2019	10.4%	13.4%	**14.1%**	50.0%	14.0%	7.4%	*	-	-	0.0%	n/a	13.4%	n/a
2018	10.8%	10.8%	**15.0%**	25.0%	15.3%	6.3%	-	*	-	20.0%	n/a	14.3%	n/a
Social Studies													
2019	13.9%	10.6%	**12.2%**	25.0%	11.6%	18.5%	*	-	-	14.3%	n/a	10.7%	n/a
2018	14.5%	3.9%	**6.5%**	25.0%	6.2%	6.3%	-	*	-	20.0%	n/a	5.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	**18.7%**	40.0%	19.0%	0.0%	*	-	-	*	n/a	20.1%	n/a
2018	50.7%	29.8%	**20.8%**	*	21.1%	25.0%	-	-	-	*	n/a	23.2%	n/a
English Language Arts													
2019	41.2%	9.6%	**7.9%**	*	6.8%	*	-	-	-	-	n/a	5.5%	n/a
2018	42.5%	5.8%	**4.2%**	*	4.4%	*	-	-	-	-	n/a	5.7%	n/a
Mathematics													
2019	52.2%	32.8%	**36.8%**	-	36.8%	-	-	-	-	-	n/a	40.0%	n/a

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Total Students: 1,540
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	**26.1%**	-	28.6%	*	-	-	-	-	n/a	27.8%	n/a
Science													
2019	40.6%	8.6%	**2.9%**	*	3.2%	*	*	-	-	-	n/a	1.2%	n/a
2018	38.0%	6.9%	**1.8%**	*	1.9%	*	-	-	-	*	n/a	2.3%	n/a
Social Studies													
2019	46.3%	7.8%	**6.8%**	*	7.6%	0.0%	*	-	-	*	n/a	4.5%	n/a
2018	44.6%	0.0%	**0.0%**	*	0.0%	*	-	-	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	100.0%	n/a	100.0%	n/a
2017-18	74.6%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	**13.8%**	20.0%	14.1%	8.3%	-	-	-	0.0%	n/a	11.7%	n/a
2017-18	37.9%	15.1%	**10.7%**	*	11.0%	6.3%	-	-	-	*	n/a	8.8%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	**891**	938	891	886	-	-	-	848	n/a	879	n/a
2017-18	1036	907	**887**	*	885	913	-	-	-	*	n/a	879	n/a
English Language Arts and Writing													
2018-19	517	457	**445**	462	445	450	-	-	-	442	n/a	439	n/a
2017-18	521	453	**444**	*	442	458	-	-	-	*	n/a	440	n/a
Mathematics													
2018-19	510	457	**446**	476	446	436	-	-	-	406	n/a	440	n/a
2017-18	515	455	**443**	*	442	454	-	-	-	*	n/a	440	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	**20.7**	-	20.7	-	-	-	-	-	n/a	19.8	n/a
2017-18	20.6	17.4	**16.6**	-	16.9	*	-	-	-	*	n/a	15.7	n/a
English Language Arts													
2018-19	20.3	19.5	**20.4**	-	20.4	-	-	-	-	-	n/a	19.7	n/a
2017-18	20.3	16.7	**15.8**	-	16.4	*	-	-	-	*	n/a	14.3	n/a
Mathematics													
2018-19	20.4	20.8	**21.0**	-	21.0	-	-	-	-	-	n/a	20.0	n/a
2017-18	20.6	17.5	**17.3**	-	17.5	*	-	-	-	*	n/a	16.5	n/a
Science													
2018-19	20.8	20.3	**20.7**	-	20.7	-	-	-	-	-	n/a	19.6	n/a
2017-18	20.9	18.3	**16.8**	-	16.7	*	-	-	-	*	n/a	16.7	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	**35.5%**	60.0%	35.6%	26.3%	*	*	-	44.4%	14.4%	34.3%	22.3%
2017-18	43.4%	44.1%	**36.9%**	42.9%	36.8%	39.6%	*	*	-	28.6%	31.6%	36.0%	18.3%
English Language Arts													
2018-19	17.8%	20.8%	**10.9%**	30.0%	10.9%	7.5%	*	*	-	0.0%	3.5%	9.8%	6.8%
2017-18	17.3%	21.6%	**13.2%**	7.1%	13.5%	9.4%	*	*	-	14.3%	16.5%	12.6%	6.0%
Mathematics													
2018-19	20.4%	17.5%	**18.8%**	44.4%	18.9%	9.3%	*	*	-	42.9%	2.8%	18.4%	8.5%
2017-18	20.7%	19.1%	**15.7%**	14.3%	15.7%	17.0%	*	*	-	14.3%	3.2%	14.6%	6.8%
Science													
2018-19	21.7%	23.6%	**21.5%**	66.7%	21.5%	13.5%	*	*	-	42.9%	10.8%	21.1%	12.6%
2017-18	21.2%	19.0%	**20.2%**	21.4%	20.1%	24.0%	*	*	-	16.7%	13.5%	19.7%	6.3%
Social Studies													
2018-19	23.6%	17.0%	**11.6%**	30.0%	11.4%	11.1%	*	*	-	12.5%	1.8%	10.7%	1.1%
2017-18	22.8%	13.6%	**10.3%**	28.6%	10.1%	7.8%	*	*	-	28.6%	0.0%	9.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	**51.5%**	*	52.1%	37.5%	-	-	-	*	12.5%	48.9%	39.4%
2016-17	54.6%	56.7%	**57.5%**	*	57.5%	66.7%	*	-	-	-	38.9%	56.0%	53.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	**39.4%**	-	39.2%	50.0%	-	-	-	*	*	39.4%	7.7%
2016-17	59.2%	43.5%	**35.3%**	*	36.0%	16.7%	-	-	-	-	0.0%	36.1%	0.0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1,540	100.0%	11,195	5,479,173	1,561	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	468	30.4%	9.3%	8.2%	468	30.0%	9.2%	8.2%
Grade 10	357	23.2%	7.5%	7.4%	357	22.9%	7.5%	7.4%
Grade 11	408	26.5%	7.4%	6.9%	410	26.3%	7.4%	6.9%
Grade 12	307	19.9%	6.3%	6.4%	326	20.9%	6.4%	6.4%
Ethnic Distribution:								
African American	8	0.5%	0.3%	12.6%	8	0.5%	0.3%	12.6%
Hispanic	1,459	94.7%	95.1%	52.8%	1,478	94.7%	95.0%	52.8%
White	62	4.0%	3.5%	27.0%	64	4.1%	3.5%	27.0%
American Indian	3	0.2%	0.3%	0.4%	3	0.2%	0.3%	0.4%
Asian	2	0.1%	0.1%	4.6%	2	0.1%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	6	0.4%	0.6%	2.5%	6	0.4%	0.6%	2.5%
Sex:								
Female	695	45.1%	48.8%	48.8%	701	44.9%	48.8%	48.8%
Male	845	54.9%	51.2%	51.2%	860	55.1%	51.2%	51.2%
Economically Disadvantaged	1,291	83.8%	86.3%	60.3%	1,303	83.5%	86.3%	60.2%
Non-Educationally Disadvantaged	249	16.2%	13.7%	39.7%	258	16.5%	13.7%	39.8%
Section 504 Students	47	3.1%	2.3%	6.9%	48	3.1%	2.4%	6.9%
English Learners (EL)	346	22.5%	39.3%	20.3%	362	23.2%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	68	4.0%	1.2%	1.5%				
Students w/ Dyslexia	11	0.7%	0.7%	4.1%	11	0.7%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	22	1.4%	1.4%	1.4%	22	1.4%	1.4%	1.4%
Immigrant	18	1.2%	1.2%	2.3%	18	1.2%	1.2%	2.3%
Migrant	9	0.6%	0.4%	0.3%	9	0.6%	0.4%	0.3%
Title I	1,540	100.0%	100.0%	65.1%	1,561	100.0%	100.0%	65.1%
Military Connected	40	2.6%	2.5%	1.9%	40	2.6%	2.5%	1.9%
At-Risk	981	63.7%	62.4%	50.6%	1,002	64.2%	62.5%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	311	20.2%	34.6%	20.6%	327	20.9%	34.6%	20.6%
Career & Technical Education	1,223	79.4%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	529	34.4%	39.4%	50.8%	530	34.0%	39.2%	50.8%
Gifted & Talented Education	29	1.9%	4.5%	8.1%	29	1.9%	4.5%	8.1%
Special Education	124	8.1%	10.0%	10.5%	125	8.0%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	124							
By Type of Primary Disability								
Students with Intellectual Disabilities	86	69.4%	54.8%	42.4%				
Students with Physical Disabilities	5	4.0%	20.1%	21.4%				
Students with Autism	10	8.1%	8.0%	13.8%				
Students with Behavioral Disabilities	23	18.5%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	237	14.1%	12.6%	15.3%				
By Ethnicity:								
African American	2	0.1%						
Hispanic	220	13.1%						
White	7	0.4%						
American Indian	3	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	5	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	199	16.2%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	17.1%	13.2%	7.8%	21.1%	16.7%	13.1%

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	17.6	16.6	16.4
Foreign Languages	18.6	21.3	18.7
Mathematics	19.4	16.9	17.8
Science	20.3	18.0	18.8
Social Studies	23.1	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	126.5	100.0%	100.0%	100.0%
Professional Staff:	113.5	89.7%	60.3%	63.7%
Teachers	98.7	78.0%	45.9%	49.4%
Professional Support	10.8	8.5%	9.0%	10.2%
Campus Administration (School Leadership)	4.1	3.2%	2.7%	3.0%
Educational Aides:	13.0	10.3%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	5.0	n/a	31.0	12,901.0
Part-time	2.0	n/a	1.0	1,103.0
Total Minority Staff:	117.2	92.6%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	91.3	92.5%	92.2%	28.1%
White	7.4	7.5%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	50.8	51.4%	30.6%	23.8%
Females	47.9	48.6%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.0	4.1%	2.0%	1.3%
Bachelors	74.7	75.7%	70.3%	73.4%
Masters	20.0	20.3%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	3.0%	5.4%	7.4%
1-5 Years Experience	40.0	40.5%	31.1%	27.9%
6-10 Years Experience	19.9	20.1%	19.7%	19.4%
11-20 Years Experience	27.1	27.4%	32.7%	29.4%
Over 20 Years Experience	8.7	8.9%	11.1%	15.9%
Number of Students per Teacher	15.6	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.2	6.2
Average Years Experience of Principals with District	6.0	4.3	5.3
Average Years Experience of Assistant Principals	5.8	4.8	5.3
Average Years Experience of Assistant Principals with District	5.0	4.1	4.7
Average Years Experience of Teachers:	9.5	10.3	11.1
Average Years Experience of Teachers with District:	6.8	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,497	$51,813	$49,868
1-5 Years Experience	$52,866	$52,889	$52,823
6-10 Years Experience	$55,941	$54,748	$55,756
11-20 Years Experience	$58,535	$58,129	$59,308
Over 20 Years Experience	$68,289	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,364	$56,342	$57,091
Professional Support	$67,018	$68,378	$67,352
Campus Administration (School Leadership)	$89,504	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: HORIZON H S
Campus Number: 071901004

Total Students: 1,540
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.8%	19.3%	6.5%
Career & Technical Education	12.4	12.6%	4.6%	5.0%
Compensatory Education	0.0	0.0%	2.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	73.5	74.5%	62.5%	70.9%
Special Education	5.6	5.6%	8.8%	9.3%
Other	5.4	5.5%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **CLINT ISD EARLY COLLEGE ACADEMY**

Campus Number: **071901009**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: CLINT ISD EARLY COLLEGE ACADEMY
Campus Number: 071901009

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 324
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	65%	**95%**	-	96%	*	*	-	-	-	*	-	96%	93%	94%	88%
	2018	65%	59%	**94%**	*	95%	*	*	*	-	-	*	*	95%	89%	92%	81%
At Meets Grade Level or Above	2019	50%	41%	**82%**	-	82%	*	*	-	-	-	*	-	82%	82%	80%	54%
	2018	44%	34%	**80%**	*	81%	*	*	*	-	-	*	*	79%	84%	76%	62%
At Masters Grade Level	2019	11%	7%	**27%**	-	27%	*	*	-	-	-	*	-	29%	21%	27%	4%
	2018	7%	4%	**21%**	*	19%	*	*	*	-	-	*	*	19%	26%	20%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	**90%**	*	90%	-	-	-	-	-	*	-	90%	90%	88%	57%
	2018	67%	61%	**98%**	-	98%	*	-	-	-	-	-	*	97%	100%	97%	100%
At Meets Grade Level or Above	2019	49%	41%	**85%**	*	85%	-	-	-	-	-	*	-	87%	70%	82%	43%
	2018	48%	38%	**86%**	-	85%	*	-	-	-	-	-	*	83%	100%	84%	79%
At Masters Grade Level	2019	8%	3%	**19%**	*	18%	-	-	-	-	-	*	-	19%	20%	16%	0%
	2018	8%	3%	**13%**	-	13%	*	-	-	-	-	-	*	14%	8%	13%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	*	*	-	-	-	-	-	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	-	*	-	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	63%	**90%**	-	92%	*	*	-	-	-	-	-	88%	94%	88%	82%
	2018	55%	48%	**69%**	-	70%	-	*	-	-	-	*	*	70%	64%	69%	53%
At Masters Grade Level	2019	37%	36%	**44%**	-	44%	*	*	-	-	-	-	-	42%	47%	44%	29%
	2018	32%	23%	**25%**	-	26%	-	*	-	-	-	*	*	22%	36%	26%	21%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	83%	**99%**	-	100%	*	*	-	-	-	*	-	98%	100%	98%	95%
	2018	87%	81%	**99%**	*	100%	*	*	-	-	-	*	*	98%	100%	98%	95%
At Meets Grade Level or Above	2019	62%	47%	**83%**	-	85%	*	*	-	-	-	*	-	84%	80%	82%	71%
	2018	59%	45%	**83%**	*	83%	*	*	-	-	-	*	*	84%	79%	80%	50%
At Masters Grade Level	2019	25%	13%	**28%**	-	28%	*	*	-	-	-	*	-	31%	20%	28%	5%
	2018	24%	11%	**35%**	*	33%	*	*	-	-	-	*	*	38%	26%	30%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
	2018	92%	92%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2019	73%	71%	**89%**	-	89%	-	-	-	-	-	-	-	88%	100%	87%	55%
	2018	70%	67%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2019	45%	37%	**62%**	-	62%	-	-	-	-	-	-	-	63%	56%	56%	27%
	2018	40%	32%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**97%**	*	97%	100%	60%	-	-	-	50%	-	97%	97%	96%	89%

District Name: CLINT ISD
Campus Name: CLINT ISD EARLY COLLEGE ACADEMY
Campus Number: 071901009

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 324
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	71%	**97%**	*	98%	100%	*	*	-	-	100%	*	97%	97%	97%	93%
At Meets Grade Level or Above	2019	50%	42%	**85%**	*	86%	71%	60%	-	-	-	33%	-	86%	84%	83%	62%
	2018	48%	38%	**80%**	*	80%	100%	*	*	-	-	50%	*	80%	80%	78%	60%
At Masters Grade Level	2019	24%	17%	**35%**	*	35%	29%	20%	-	-	-	17%	-	37%	29%	33%	11%
	2018	22%	13%	**23%**	*	22%	60%	*	*	-	-	17%	*	22%	25%	21%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**93%**	*	93%	*	*	-	-	-	*	-	93%	92%	91%	78%
	2018	74%	67%	**96%**	*	96%	*	*	*	-	-	*	*	96%	94%	95%	89%
At Meets Grade Level or Above	2019	48%	39%	**83%**	*	83%	*	*	-	-	-	*	-	85%	79%	81%	50%
	2018	46%	35%	**83%**	*	83%	*	*	*	-	-	*	*	81%	90%	80%	69%
At Masters Grade Level	2019	21%	13%	**23%**	*	23%	*	*	-	-	-	*	-	24%	21%	22%	3%
	2018	19%	11%	**17%**	*	16%	*	*	*	-	-	*	*	17%	19%	16%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**100%**	-	100%	*	*	-	-	-	-	-	100%	100%	100%	100%
	2018	81%	77%	**100%**	-	100%	-	*	-	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	52%	47%	**90%**	-	92%	*	*	-	-	-	-	-	88%	94%	88%	82%
	2018	50%	41%	**69%**	-	70%	-	*	-	-	-	*	*	70%	64%	69%	53%
At Masters Grade Level	2019	26%	22%	**44%**	-	44%	*	*	-	-	-	-	-	42%	47%	44%	29%
	2018	24%	16%	**25%**	-	26%	-	*	-	-	-	*	*	22%	36%	26%	21%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**99%**	-	100%	*	*	-	-	-	*	-	98%	100%	98%	95%
	2018	80%	73%	**99%**	*	100%	*	*	-	-	-	*	*	98%	100%	98%	95%
At Meets Grade Level or Above	2019	54%	44%	**83%**	-	85%	*	*	-	-	-	*	-	84%	80%	82%	71%
	2018	51%	40%	**83%**	*	83%	*	*	-	-	-	*	*	84%	79%	80%	50%
At Masters Grade Level	2019	25%	16%	**28%**	-	28%	*	*	-	-	-	*	-	31%	20%	28%	5%
	2018	23%	13%	**35%**	*	33%	*	*	-	-	-	*	*	38%	26%	30%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
	2018	78%	78%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Meets Grade Level or Above	2019	55%	51%	**89%**	-	89%	-	-	-	-	-	-	-	88%	100%	87%	55%
	2018	53%	48%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
At Masters Grade Level	2019	33%	27%	**62%**	-	62%	-	-	-	-	-	-	-	63%	56%	56%	27%
	2018	31%	23%	*	-	*	-	-	-	-	-	-	-	*	*	*	*

District Name: CLINT ISD
Campus Name: CLINT ISD EARLY COLLEGE ACADEMY
Campus Number: 071901009

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 324
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	**71**	*	71	-	-	-	-	-	*	-	73	65	72	75
	2018	67	64	**73**	-	72	*	-	-	-	-	-	*	71	85	73	81
End of Course Algebra I	2019	75	80	**93**	-	95	*	*	-	-	-	-	-	92	94	94	94
	2018	72	67	**67**	-	67	-	*	-	-	-	*	*	71	58	68	71
All Grades Both Subjects	2019	69	69	**80**	*	81	*	*	-	-	-	*	-	80	83	80	86
	2018	69	66	**71**	-	70	*	*	-	-	-	*	*	71	70	71	75
All Grades ELA/Reading	2019	68	69	**71**	*	71	-	-	-	-	-	*	-	73	65	72	75
	2018	69	67	**73**	-	72	*	-	-	-	-	-	*	71	85	73	81
All Grades Mathematics	2019	70	70	**93**	-	95	*	*	-	-	-	-	-	92	94	94	94
	2018	70	65	**67**	-	67	-	*	-	-	-	*	*	71	58	68	71

District Name: CLINT ISD
Campus Name: CLINT ISD EARLY COLLEGE ACADEMY
Campus Number: 071901009

Total Students: 324
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	11%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	59%	*	-	*	-	-	-	-	-	-	*	*

District Name: CLINT ISD
Campus Name: CLINT ISD EARLY COLLEGE ACADEMY
Campus Number: 071901009

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 324
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**97%**	-	-	-	-	-	79%	-	79%	-	79%	79%
	2018	77%	71%	**97%**	-	-	-	-	-	83%	-	83%	*	83%	73%
At Meets Grade Level or Above	2019	50%	42%	**85%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	48%	38%	**80%**	-	-	-	-	-	50%	-	50%	*	50%	40%
At Masters Grade Level	2019	24%	17%	**35%**	-	-	-	-	-	15%	-	15%	-	15%	15%
	2018	22%	13%	**23%**	-	-	-	-	-	8%	-	8%	*	8%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**93%**	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	74%	67%	**96%**	-	-	-	-	-	67%	-	67%	*	67%	57%
At Meets Grade Level or Above	2019	48%	39%	**83%**	-	-	-	-	-	31%	-	31%	-	31%	31%
	2018	46%	35%	**83%**	-	-	-	-	-	67%	-	67%	*	67%	57%
At Masters Grade Level	2019	21%	13%	**23%**	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	19%	11%	**17%**	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**100%**	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	77%	**100%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2019	52%	47%	**90%**	-	-	-	-	-	75%	-	75%	-	75%	75%
	2018	50%	41%	**69%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2019	26%	22%	**44%**	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	24%	16%	**25%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**99%**	-	-	-	-	-	89%	-	89%	-	89%	89%
	2018	80%	73%	**99%**	-	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2019	54%	44%	**83%**	-	-	-	-	-	56%	-	56%	-	56%	56%
	2018	51%	40%	**83%**	-	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2019	25%	16%	**28%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	23%	13%	**35%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**100%**	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	78%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	51%	**89%**	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	48%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	27%	**62%**	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	23%	*	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	-	-	-	-	-	96%	-	96%	-	96%	96%
	2018	69%	66%	**71%**	-	-	-	-	-	80%	-	80%	*	80%	83%
All Grades ELA/Reading	2019	68%	69%	**71%**	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	67%	**73%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2019	70%	70%	**93%**	-	-	-	-	-	94%	-	94%	-	94%	94%
	2018	70%	65%	**67%**	-	-	-	-	-	*	-	*	*	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	100%	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	*	94%	88%	100%	-	-	-	100%	93%	89%
Not Included in Accountability													
Mobile	4%	4%	**5%**	*	5%	13%	0%	-	-	-	0%	7%	8%
Other Exclusions	1%	2%	**0%**	*	0%	0%	0%	-	-	-	0%	0%	3%
Not Tested	1%	0%	**0%**	*	0%	0%	0%	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	0%	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	0%	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	*	-	-	100%	100%	100%
Included in Accountability	94%	95%	**100%**	*	100%	100%	*	*	-	-	100%	100%	100%
Not Included in Accountability													
Mobile	4%	4%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%
Other Exclusions	1%	1%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	-	0%	0%	0%

District Name: CLINT ISD
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Campus Number: 071901009

Total Students: 324
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**97.3%**	*	97.3%	97.9%	*	-	-	-	*	97.2%	97.7%
2017-18	95.4%	95.9%	**97.2%**	*	97.2%	97.1%	*	*	-	-	*	97.0%	97.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	**0.0%**	*	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%
2017-18	1.9%	0.6%	**0.0%**	*	0.0%	0.0%	*	*	-	-	*	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Received TxCHSE	0.5%	0.9%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Continued HS	3.7%	2.5%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Dropped Out	5.9%	2.6%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	90.4%	94.8%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Class of 2018													
Graduated	90.0%	94.7%	**98.9%**	-	98.9%	-	-	-	-	-	-	98.7%	-
Received TxCHSE	0.4%	0.9%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	3.8%	2.0%	**1.1%**	-	1.1%	-	-	-	-	-	-	1.3%	-
Dropped Out	5.7%	2.4%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	90.4%	95.6%	**98.9%**	-	98.9%	-	-	-	-	-	-	98.7%	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	**98.9%**	-	98.9%	-	-	-	-	-	-	98.7%	-
Received TxCHSE	0.6%	1.1%	**1.1%**	-	1.1%	-	-	-	-	-	-	1.3%	-
Continued HS	1.1%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	6.1%	2.7%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.8%	97.1%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2017													
Graduated	92.0%	96.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	**-**	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	**98.6%**	-	98.5%	*	-	-	-	-	-	98.0%	-
Class of 2018	90.0%	93.3%	**98.9%**	-	98.9%	-	-	-	-	-	-	98.7%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Class of 2018	5.0%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Class of 2018	82.0%	98.8%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Class of 2018	86.8%	99.0%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	4.9%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
2017-18	81.5%	98.9%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
2017-18	85.1%	97.9%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-

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Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	69	100.0%	774	355,615
By Ethnicity:				
African American	0	0.0%	6	43,953
Hispanic	67	97.1%	738	180,673
White	2	2.9%	23	105,577
American Indian	0	0.0%	0	1,293
Asian	0	0.0%	0	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	7	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	2	1,090
Foundation H.S. Program (No Endorsement)	0	0.0%	30	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	1	15,160
Foundation H.S. Program (DLA)	69	100.0%	738	285,538
Special Education Graduates	0	0.0%	39	27,598
Economically Disadvantaged Graduates	48	69.6%	620	186,364
LEP Graduates	0	0.0%	93	25,189
At-Risk Graduates	6	8.7%	335	146,432

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College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
2017-18	65.5%	71.0%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
2017-18	50.0%	55.6%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	**89.9%**	-	91.0%	*	-	-	-	-	-	87.5%	-
2017-18	58.2%	58.0%	**81.8%**	-	81.8%	-	-	-	-	-	-	80.5%	-
Mathematics													
2018-19	48.6%	68.5%	**73.9%**	-	74.6%	*	-	-	-	-	-	70.8%	-
2017-18	46.0%	55.4%	**64.8%**	-	64.8%	-	-	-	-	-	-	66.2%	-
Both Subjects													
2018-19	44.2%	55.6%	**71.0%**	-	71.6%	*	-	-	-	-	-	66.7%	-
2017-18	42.1%	41.9%	**58.0%**	-	58.0%	-	-	-	-	-	-	58.4%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
2017-18	20.7%	33.9%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	**37.7%**	-	38.8%	*	-	-	-	-	-	37.5%	-
2017-18	20.4%	17.3%	**51.1%**	-	51.1%	-	-	-	-	-	-	50.6%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	**84.1%**	-	83.6%	*	-	-	-	-	-	83.3%	-
2017-18	1.4%	9.8%	**80.7%**	-	80.7%	-	-	-	-	-	-	77.9%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	1.0%	1.9%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	**5.8%**	-	6.0%	*	-	-	-	-	-	6.3%	-
2017-18	28.7%	33.3%	**10.2%**	-	10.2%	-	-	-	-	-	-	11.7%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	4.8%	9.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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2018-19	2.3%	0.8%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	1.7%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	**2.9%**	-	3.0%	*	-	-	-	-	-	4.2%	-
2017-18	38.7%	43.1%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	**4.3%**	-	4.5%	*	-	-	-	-	-	4.2%	-
2017-18	4.3%	5.3%	**10.2%**	-	10.2%	-	-	-	-	-	-	11.7%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	2.6%	2.6%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	0.6%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	**79.7%**	-	80.6%	*	-	-	-	-	-	72.9%	-
2017-18	32.1%	35.4%	**65.9%**	-	65.9%	-	-	-	-	-	-	64.9%	-
Mathematics													
2018-19	24.7%	31.4%	**68.1%**	-	68.7%	*	-	-	-	-	-	66.7%	-
2017-18	23.7%	25.4%	**52.3%**	-	52.3%	-	-	-	-	-	-	51.9%	-
Both Subjects													
2018-19	18.8%	23.1%	**63.8%**	-	64.2%	*	-	-	-	-	-	60.4%	-
2017-18	18.1%	18.5%	**40.9%**	-	40.9%	-	-	-	-	-	-	39.0%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	**2.9%**	-	3.0%	*	-	-	-	-	-	4.2%	-
2017-18	58.4%	54.7%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	2.0%	16.6%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Mathematics													
2018-19	7.3%	38.6%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	3.9%	25.9%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Both Subjects													
2018-19	2.6%	23.0%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
2017-18	0.9%	12.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	**59.3%**	-	59.6%	*	-	-	-	-	n/a	61.8%	n/a
2018	25.8%	24.4%	**47.6%**	-	47.5%	*	-	-	-	-	n/a	48.5%	n/a
English Language Arts													
2019	14.5%	11.3%	**32.4%**	-	32.6%	*	-	-	-	-	n/a	32.7%	n/a
2018	15.3%	7.5%	**20.7%**	-	21.0%	*	-	-	-	-	n/a	17.6%	n/a
Mathematics													
2019	7.4%	3.7%	**2.1%**	-	2.1%	*	-	-	-	-	n/a	2.7%	n/a
2018	7.3%	5.5%	**1.8%**	-	1.9%	*	-	-	-	-	n/a	2.2%	n/a
Science													
2019	10.4%	13.4%	**33.1%**	-	33.3%	*	-	-	-	-	n/a	34.5%	n/a
2018	10.8%	10.8%	**14.0%**	-	13.6%	*	-	-	-	-	n/a	15.4%	n/a
Social Studies													
2019	13.9%	10.6%	**23.4%**	-	23.4%	*	-	-	-	-	n/a	24.5%	n/a
2018	14.5%	3.9%	**0.0%**	-	0.0%	*	-	-	-	-	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	**32.6%**	-	32.1%	*	-	-	-	-	n/a	32.4%	n/a
2018	50.7%	29.8%	**44.9%**	-	45.5%	*	-	-	-	-	n/a	47.0%	n/a
English Language Arts													
2019	41.2%	9.6%	**14.9%**	-	15.2%	*	-	-	-	-	n/a	13.9%	n/a
2018	42.5%	5.8%	**5.9%**	-	5.9%	-	-	-	-	-	n/a	4.2%	n/a
Mathematics													
2019	52.2%	32.8%	*	-	*	-	-	-	-	-	n/a	*	n/a

District Name: CLINT ISD
Campus Name: CLINT ISD EARLY COLLEGE ACADEMY
Campus Number: 071901009

Total Students: 324
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	*	-	*	-	-	-	-	-	n/a	*	n/a
Science													
2019	40.6%	8.6%	**10.4%**	-	10.6%	*	-	-	-	-	n/a	7.9%	n/a
2018	38.0%	6.9%	**4.3%**	-	4.5%	*	-	-	-	-	n/a	4.8%	n/a
Social Studies													
2019	46.3%	7.8%	**17.6%**	-	15.2%	*	-	-	-	-	n/a	14.8%	n/a
2018	44.6%	0.0%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	**100.0%**	-	100.0%	*	-	-	-	-	n/a	100.0%	n/a
2017-18	74.6%	100.0%	**100.0%**	-	100.0%	?	-	-	-	-	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	**53.4%**	-	53.5%	*	-	-	-	-	n/a	54.0%	n/a
2017-18	37.9%	15.1%	**39.8%**	-	39.1%	*	-	-	-	-	n/a	36.7%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	**1068**	-	1069	*	-	-	-	-	n/a	1064	n/a
2017-18	1036	907	**1035**	-	1033	*	-	-	-	-	n/a	1023	n/a
English Language Arts and Writing													
2018-19	517	457	**537**	-	537	*	-	-	-	-	n/a	532	n/a
2017-18	521	453	**520**	-	520	*	-	-	-	-	n/a	514	n/a
Mathematics													
2018-19	510	457	**531**	-	532	*	-	-	-	-	n/a	531	n/a
2017-18	515	455	**515**	-	514	*	-	-	-	-	n/a	509	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	**20.0**	-	20.0	-	-	-	-	-	n/a	21.0	n/a
English Language Arts													
2018-19	20.3	19.5	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	**19.5**	-	19.5	-	-	-	-	-	n/a	20.6	n/a
Mathematics													
2018-19	20.4	20.8	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	**18.8**	-	18.8	-	-	-	-	-	n/a	19.4	n/a
Science													
2018-19	20.8	20.3	**-**	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	**21.5**	-	21.5	-	-	-	-	-	n/a	22.4	n/a

District Name: CLINT ISD
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	**98.0%**	*	98.3%	100.0%	*	-	-	-	*	98.2%	93.3%
2017-18	43.4%	44.1%	**88.6%**	*	88.6%	100.0%	*	-	-	-	*	88.3%	50.0%
English Language Arts													
2018-19	17.8%	20.8%	**76.5%**	*	77.0%	83.3%	*	-	-	-	*	77.9%	40.0%
2017-18	17.3%	21.6%	**78.2%**	*	78.0%	100.0%	*	-	-	-	*	77.5%	33.3%
Mathematics													
2018-19	20.4%	17.5%	**44.0%**	*	44.6%	33.3%	*	-	-	-	*	43.3%	6.7%
2017-18	20.7%	19.1%	**48.1%**	*	48.1%	66.7%	*	-	-	-	*	48.2%	0.0%
Science													
2018-19	21.7%	23.6%	**41.5%**	*	41.8%	42.9%	*	-	-	-	*	41.8%	6.7%
2017-18	21.2%	19.0%	**28.3%**	*	28.6%	20.0%	*	-	-	-	*	28.9%	0.0%
Social Studies													
2018-19	23.6%	17.0%	**82.4%**	*	82.1%	88.9%	-	-	-	-	*	82.1%	78.6%
2017-18	22.8%	13.6%	**53.1%**	*	52.8%	83.3%	*	-	-	-	*	50.5%	20.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	**76.1%**	-	76.1%	-	-	-	-	-	-	72.7%	-
2016-17	54.6%	56.7%	**67.0%**	-	67.4%	*	-	-	-	-	*	67.6%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	**96.9%**	-	96.9%	-	-	-	-	-	-	96.3%	-
2016-17	59.2%	43.5%	**98.4%**	-	98.4%	*	-	-	-	-	*	97.9%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	324	100.0%	11,195	5,479,173	324	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	100	30.9%	9.3%	8.2%	100	30.9%	9.2%	8.2%
Grade 10	80	24.7%	7.5%	7.4%	80	24.7%	7.5%	7.4%
Grade 11	71	21.9%	7.4%	6.9%	71	21.9%	7.4%	6.9%
Grade 12	73	22.5%	6.3%	6.4%	73	22.5%	6.4%	6.4%
Ethnic Distribution:								
African American	1	0.3%	0.3%	12.6%	1	0.3%	0.3%	12.6%
Hispanic	312	96.3%	95.1%	52.8%	312	96.3%	95.0%	52.8%
White	9	2.8%	3.5%	27.0%	9	2.8%	3.5%	27.0%
American Indian	2	0.6%	0.3%	0.4%	2	0.6%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.5%	0	0.0%	0.6%	2.5%
Sex:								
Female	203	62.7%	48.8%	48.8%	203	62.7%	48.8%	48.8%
Male	121	37.3%	51.2%	51.2%	121	37.3%	51.2%	51.2%
Economically Disadvantaged	266	82.1%	86.3%	60.3%	266	82.1%	86.3%	60.2%
Non-Educationally Disadvantaged	58	17.9%	13.7%	39.7%	58	17.9%	13.7%	39.8%
Section 504 Students	9	2.8%	2.3%	6.9%	9	2.8%	2.4%	6.9%
English Learners (EL)	30	9.3%	39.3%	20.3%	30	9.3%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.3%	1.2%	1.5%				
Students w/ Dyslexia	3	0.9%	0.7%	4.1%	3	0.9%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	0.6%	1.4%	1.4%	2	0.6%	1.4%	1.4%
Immigrant	4	1.2%	1.2%	2.3%	4	1.2%	1.2%	2.3%
Migrant	3	0.9%	0.4%	0.3%	3	0.9%	0.4%	0.3%
Title I	324	100.0%	100.0%	65.1%	324	100.0%	100.0%	65.1%
Military Connected	8	2.5%	2.5%	1.9%	8	2.5%	2.5%	1.9%
At-Risk	95	29.3%	62.4%	50.6%	95	29.3%	62.5%	50.5%

District Name: CLINT ISD
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Total Students: 324
Grade Span: 09 - 12
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Student Information	Membership Count (Campus)	Membership Percent (Campus)	Membership District	Membership State	Enrollment Count (Campus)	Enrollment Percent (Campus)	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	25	7.7%	34.6%	20.6%	25	7.7%	34.6%	20.6%
Career & Technical Education	269	83.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	0.0%	39.2%	50.8%
Gifted & Talented Education	34	10.5%	4.5%	8.1%	34	10.5%	4.5%	8.1%
Special Education	5	1.5%	10.0%	10.5%	5	1.5%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	54.8%	42.4%				
Students with Physical Disabilities	0	0.0%	20.1%	21.4%				
Students with Autism	*	*	8.0%	13.8%				
Students with Behavioral Disabilities	*	*	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	24	7.6%	12.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	20	6.4%						
White	4	1.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	13	5.7%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	1.2%	13.2%	7.8%	0.0%	16.7%	13.1%

District Name: CLINT ISD
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Campus Number: 071901009

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Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	19.1	16.6	16.4
Foreign Languages	14.8	21.3	18.7
Mathematics	17.5	16.9	17.8
Science	21.6	18.0	18.8
Social Studies	20.4	17.9	19.3

District Name: CLINT ISD
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Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	21.2	100.0%	100.0%	100.0%
Professional Staff:	21.2	100.0%	60.3%	63.7%
Teachers	16.4	77.5%	45.9%	49.4%
Professional Support	3.0	14.2%	9.0%	10.2%
Campus Administration (School Leadership)	1.8	8.4%	2.7%	3.0%
Educational Aides:	0.0	0.0%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	18.2	85.8%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	15.2	92.7%	92.2%	28.1%
White	1.2	7.3%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	5.0	30.4%	30.6%	23.8%
Females	11.4	69.6%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	6.1%	2.0%	1.3%
Bachelors	6.0	36.5%	70.3%	73.4%
Masters	9.4	57.4%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.4%	7.4%
1-5 Years Experience	10.0	60.9%	31.1%	27.9%
6-10 Years Experience	2.2	13.4%	19.7%	19.4%
11-20 Years Experience	3.0	18.3%	32.7%	29.4%
Over 20 Years Experience	1.2	7.5%	11.1%	15.9%
Number of Students per Teacher	19.7	n/a	16.0	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	5.2	6.2
Average Years Experience of Principals with District	13.0	4.3	5.3
Average Years Experience of Assistant Principals	8.0	4.8	5.3
Average Years Experience of Assistant Principals with District	8.0	4.1	4.7
Average Years Experience of Teachers:	7.8	10.3	11.1
Average Years Experience of Teachers with District:	6.3	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,813	$49,868
1-5 Years Experience	$52,745	$52,889	$52,823
6-10 Years Experience	$55,113	$54,748	$55,756
11-20 Years Experience	$59,432	$58,129	$59,308
Over 20 Years Experience	$67,002	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,349	$56,342	$57,091
Professional Support	$66,007	$68,378	$67,352
Campus Administration (School Leadership)	$107,718	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	19.3%	6.5%
Career & Technical Education	0.8	4.7%	4.6%	5.0%
Compensatory Education	0.0	0.0%	2.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	8.8	53.4%	62.5%	70.9%
Special Education	0.0	0.0%	8.8%	9.3%
Other	6.9	41.9%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **CLINT J H SCHOOL**

Campus Number: **071901041**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	53%	**56%**	-	55%	*	-	-	-	*	0%	*	59%	44%	53%	42%
	2018	69%	63%	**61%**	-	61%	*	-	-	-	*	0%	*	60%	66%	61%	53%
At Meets Grade Level or Above	2019	37%	23%	**31%**	-	30%	*	-	-	-	*	0%	*	33%	22%	28%	21%
	2018	39%	31%	**29%**	-	29%	*	-	-	-	*	0%	*	31%	24%	29%	24%
At Masters Grade Level	2019	18%	9%	**15%**	-	14%	*	-	-	-	*	0%	*	19%	0%	14%	9%
	2018	19%	11%	**14%**	-	13%	*	-	-	-	*	0%	*	14%	10%	13%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	68%	**70%**	-	69%	*	-	-	-	*	8%	*	73%	59%	68%	65%
	2018	77%	71%	**71%**	-	70%	*	-	-	-	*	23%	*	74%	60%	68%	63%
At Meets Grade Level or Above	2019	47%	28%	**28%**	-	27%	*	-	-	-	*	0%	*	32%	13%	27%	24%
	2018	44%	37%	**38%**	-	37%	*	-	-	-	*	0%	*	43%	20%	37%	34%
At Masters Grade Level	2019	21%	8%	**8%**	-	8%	*	-	-	-	*	0%	*	10%	3%	8%	7%
	2018	18%	11%	**12%**	-	13%	*	-	-	-	*	0%	*	15%	3%	13%	14%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**76%**	-	75%	*	-	-	-	*	8%	*	76%	75%	75%	67%
	2018	74%	72%	**79%**	-	79%	*	-	-	-	*	14%	*	78%	80%	78%	76%
At Meets Grade Level or Above	2019	49%	41%	**47%**	-	46%	*	-	-	-	*	0%	*	45%	53%	43%	33%
	2018	48%	36%	**40%**	-	41%	*	-	-	-	*	14%	*	41%	39%	35%	36%
At Masters Grade Level	2019	29%	21%	**25%**	-	24%	*	-	-	-	*	0%	*	24%	28%	23%	13%
	2018	29%	17%	**22%**	-	23%	*	-	-	-	*	14%	*	24%	20%	19%	19%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**70%**	-	69%	*	-	-	-	*	33%	*	71%	66%	69%	65%
	2018	72%	71%	**80%**	-	80%	*	-	-	-	*	27%	50%	81%	78%	77%	75%
At Meets Grade Level or Above	2019	43%	39%	**33%**	-	33%	*	-	-	-	*	0%	*	36%	22%	32%	27%
	2018	40%	33%	**44%**	-	45%	*	-	-	-	*	9%	33%	43%	48%	41%	41%
At Masters Grade Level	2019	17%	13%	**9%**	-	8%	*	-	-	-	*	0%	*	10%	3%	9%	6%
	2018	18%	12%	**17%**	-	17%	*	-	-	-	*	9%	0%	19%	14%	13%	13%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	66%	**65%**	-	65%	*	-	-	-	*	0%	*	64%	69%	63%	56%
	2018	69%	64%	**66%**	-	67%	*	-	-	-	*	11%	40%	70%	59%	64%	63%
At Meets Grade Level or Above	2019	42%	34%	**29%**	-	29%	*	-	-	-	*	0%	*	29%	28%	28%	18%
	2018	43%	33%	**36%**	-	37%	*	-	-	-	*	11%	20%	37%	35%	30%	32%
At Masters Grade Level	2019	18%	12%	**13%**	-	13%	*	-	-	-	*	0%	*	13%	16%	13%	6%
	2018	15%	7%	**6%**	-	6%	*	-	-	-	*	11%	0%	5%	9%	3%	4%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**94%**	-	94%	*	-	-	-	*	64%	*	95%	92%	94%	89%
	2018	86%	88%	**87%**	-	87%	*	-	-	-	-	60%	*	90%	78%	85%	77%
At Meets Grade Level or Above	2019	55%	48%	**58%**	-	58%	*	-	-	-	*	29%	*	60%	53%	58%	47%
	2018	49%	41%	**47%**	-	47%	*	-	-	-	-	20%	*	51%	37%	43%	26%
At Masters Grade Level	2019	28%	18%	**20%**	-	21%	*	-	-	-	*	7%	*	19%	24%	19%	11%
	2018	27%	18%	**23%**	-	23%	*	-	-	-	-	10%	*	23%	24%	20%	4%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**89%**	-	89%	*	-	-	-	-	64%	*	90%	89%	90%	81%
	2018	86%	89%	**88%**	-	88%	*	-	-	-	-	53%	*	88%	88%	87%	84%
At Meets Grade Level or Above	2019	57%	46%	**44%**	-	44%	*	-	-	-	-	29%	*	47%	33%	44%	28%
	2018	51%	35%	**39%**	-	39%	*	-	-	-	-	13%	*	38%	40%	36%	34%
At Masters Grade Level	2019	17%	7%	**6%**	-	6%	*	-	-	-	-	7%	*	6%	6%	6%	3%
	2018	15%	5%	**6%**	-	6%	*	-	-	-	-	0%	*	8%	2%	5%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	**82%**	-	82%	*	-	-	-	*	36%	*	83%	81%	81%	74%
	2018	76%	71%	**78%**	-	78%	*	-	-	-	-	31%	*	80%	72%	75%	57%
At Meets Grade Level or Above	2019	51%	44%	**46%**	-	46%	*	-	-	-	*	29%	*	44%	49%	44%	34%
	2018	52%	43%	**48%**	-	48%	*	-	-	-	-	19%	*	51%	39%	45%	23%
At Masters Grade Level	2019	25%	17%	**19%**	-	19%	*	-	-	-	*	7%	*	19%	19%	19%	13%
	2018	28%	21%	**24%**	-	24%	*	-	-	-	-	6%	*	27%	15%	25%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**73%**	-	73%	*	-	-	-	*	29%	*	73%	73%	72%	61%
	2018	65%	66%	**69%**	-	69%	*	-	-	-	-	31%	*	72%	61%	66%	49%
At Meets Grade Level or Above	2019	37%	34%	**30%**	-	30%	*	-	-	-	*	29%	*	29%	31%	31%	22%
	2018	36%	30%	**31%**	-	30%	*	-	-	-	-	6%	*	33%	24%	29%	10%
At Masters Grade Level	2019	21%	18%	**11%**	-	12%	*	-	-	-	*	7%	*	12%	10%	12%	11%
	2018	21%	15%	**15%**	-	14%	*	-	-	-	-	0%	*	16%	11%	13%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	-	-	-	-	*	-	*	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2019	61%	63%	**93%**	-	93%	-	-	-	-	*	-	*	96%	87%	95%	90%
	2018	55%	48%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	*
At Masters Grade Level	2019	37%	36%	**62%**	-	62%	-	-	-	-	*	-	*	74%	39%	64%	55%
	2018	32%	23%	**68%**	-	69%	*	-	-	-	-	*	-	69%	60%	75%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**77%**	-	76%	86%	-	-	-	100%	28%	73%	77%	76%	76%	68%
	2018	77%	71%	**76%**	-	76%	81%	-	-	-	60%	31%	68%	78%	72%	74%	66%
At Meets Grade Level or Above	2019	50%	42%	**41%**	-	41%	50%	-	-	-	44%	14%	46%	42%	39%	40%	31%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	48%	38%	**41%**	-	41%	44%	-	-	-	40%	11%	36%	42%	36%	37%	30%
At Masters Grade Level	2019	24%	17%	**17%**	-	16%	23%	-	-	-	33%	3%	19%	17%	15%	16%	11%
	2018	22%	13%	**17%**	-	17%	22%	-	-	-	20%	6%	11%	18%	13%	15%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**77%**	-	77%	100%	-	-	-	*	26%	89%	78%	75%	76%	66%
	2018	74%	67%	**77%**	-	77%	89%	-	-	-	*	29%	78%	77%	76%	76%	69%
At Meets Grade Level or Above	2019	48%	39%	**46%**	-	46%	71%	-	-	-	*	11%	56%	47%	45%	45%	34%
	2018	46%	35%	**40%**	-	40%	44%	-	-	-	*	13%	33%	41%	35%	36%	29%
At Masters Grade Level	2019	21%	13%	**20%**	-	20%	43%	-	-	-	*	3%	22%	21%	19%	18%	11%
	2018	19%	11%	**20%**	-	20%	22%	-	-	-	*	8%	22%	21%	19%	17%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**79%**	-	79%	100%	-	-	-	*	37%	44%	80%	77%	78%	73%
	2018	81%	77%	**81%**	-	81%	89%	-	-	-	*	38%	70%	82%	77%	78%	73%
At Meets Grade Level or Above	2019	52%	47%	**43%**	-	42%	57%	-	-	-	*	11%	44%	45%	35%	42%	33%
	2018	50%	41%	**44%**	-	44%	44%	-	-	-	*	10%	40%	45%	41%	41%	37%
At Masters Grade Level	2019	26%	22%	**15%**	-	15%	14%	-	-	-	*	3%	11%	17%	11%	15%	11%
	2018	24%	16%	**16%**	-	16%	11%	-	-	-	*	5%	0%	18%	9%	14%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**65%**	-	65%	*	-	-	-	*	0%	*	64%	69%	63%	56%
	2018	66%	61%	**66%**	-	67%	*	-	-	-	*	11%	40%	70%	59%	64%	63%
At Meets Grade Level or Above	2019	38%	31%	**29%**	-	29%	*	-	-	-	*	0%	*	29%	28%	28%	18%
	2018	41%	33%	**36%**	-	37%	*	-	-	-	*	11%	20%	37%	35%	30%	32%
At Masters Grade Level	2019	14%	10%	**13%**	-	13%	*	-	-	-	*	0%	*	13%	16%	13%	6%
	2018	13%	5%	**6%**	-	6%	*	-	-	-	*	11%	0%	5%	9%	3%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**82%**	-	82%	*	-	-	-	*	36%	*	83%	81%	81%	74%
	2018	80%	73%	**78%**	-	78%	*	-	-	-	-	31%	*	80%	72%	75%	57%
At Meets Grade Level or Above	2019	54%	44%	**46%**	-	46%	*	-	-	-	*	29%	*	44%	49%	44%	34%
	2018	51%	40%	**48%**	-	48%	*	-	-	-	-	19%	*	51%	39%	45%	23%
At Masters Grade Level	2019	25%	16%	**19%**	-	19%	*	-	-	-	*	7%	*	19%	19%	19%	13%
	2018	23%	13%	**24%**	-	24%	*	-	-	-	-	6%	*	27%	15%	25%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**73%**	-	73%	*	-	-	-	*	29%	*	73%	73%	72%	61%
	2018	78%	78%	**69%**	-	69%	*	-	-	-	-	31%	*	72%	61%	66%	49%
At Meets Grade Level or Above	2019	55%	51%	**30%**	-	30%	*	-	-	-	*	29%	*	29%	31%	31%	22%
	2018	53%	48%	**31%**	-	30%	*	-	-	-	-	6%	*	33%	24%	29%	10%
At Masters Grade Level	2019	33%	27%	**11%**	-	12%	*	-	-	-	*	7%	*	12%	10%	12%	11%
	2018	31%	23%	**15%**	-	14%	*	-	-	-	-	0%	*	16%	11%	13%	6%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	36	**44**	-	44	*	-	-	-	*	27	*	48	29	43	39
	2018	47	39	**45**	-	45	*	-	-	-	*	14	*	44	50	46	44
Grade 6 Mathematics	2019	54	35	**33**	-	33	*	-	-	-	*	29	*	36	19	33	33
	2018	56	42	**42**	-	42	*	-	-	-	*	23	*	42	42	41	39
Grade 7 ELA/Reading	2019	77	79	**86**	-	86	*	-	-	-	*	58	*	86	86	85	85
	2018	76	77	**82**	-	82	*	-	-	-	-	67	*	83	79	83	83
Grade 7 Mathematics	2019	62	63	**53**	-	53	*	-	-	-	*	54	*	56	44	53	53
	2018	67	66	**76**	-	76	*	-	-	-	-	70	67	78	70	75	77
Grade 8 ELA/Reading	2019	77	80	**79**	-	79	*	-	-	-	*	85	*	81	76	81	80
	2018	79	82	**81**	-	80	*	-	-	-	-	80	*	79	85	79	75
Grade 8 Mathematics	2019	82	90	**86**	-	86	*	-	-	-	-	92	*	86	84	87	90
	2018	81	85	**88**	-	88	*	-	-	-	-	93	*	87	90	85	93
End of Course Algebra I	2019	75	80	**90**	-	90	-	-	-	-	*	-	*	93	82	92	89
	2018	72	67	**90**	-	90	*	-	-	-	-	*	-	88	100	92	*
All Grades Both Subjects	2019	69	69	**65**	-	65	88	-	-	-	67	59	64	67	61	66	64
	2018	69	66	**71**	-	71	56	-	-	-	*	61	68	70	73	70	68
All Grades ELA/Reading	2019	68	69	**71**	-	70	100	-	-	-	*	58	78	72	67	71	68
	2018	69	67	**71**	-	72	63	-	-	-	*	57	67	70	77	71	69
All Grades Mathematics	2019	70	70	**60**	-	60	75	-	-	-	*	59	50	62	56	61	59
	2018	70	65	**70**	-	70	50	-	-	-	*	64	70	70	71	68	68

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**44%**	-	43%	*	-	-	-	*	20%	46%	32%
	2018	38%	39%	**45%**	-	45%	-	-	-	-	-	*	44%	37%
Mathematics	2019	45%	49%	**41%**	-	41%	-	-	-	-	-	29%	41%	35%
	2018	47%	48%	**53%**	-	53%	*	-	-	-	-	34%	51%	34%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	6%	**3%**	-	3%	-	-	-	-	-	*	4%	4%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	35%	**20%**	-	20%	-	-	-	-	-	-	22%	14%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**84%**	-	83%	*	-	-	-	*	40%	82%	62%
Students Requiring Accelerated Instruction	2019	22%	26%	**16%**	-	17%	*	-	-	-	*	60%	18%	38%
STAAR Cumulative Met Standard	2019	85%	84%	**92%**	-	92%	*	-	-	-	*	50%	92%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	100%	**100%**	-	100%	-	-	-	-	-	*	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	79%	**77%**	-	78%	*	-	-	-	-	20%	78%	55%
Students Requiring Accelerated Instruction	2019	18%	21%	**23%**	-	22%	*	-	-	-	-	80%	22%	45%
STAAR Cumulative Met Standard	2019	88%	88%	**88%**	-	88%	*	-	-	-	-	50%	88%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 519
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**77%**	-	-	-	-	-	49%	-	49%	60%	49%	51%
	2018	77%	71%	**76%**	-	-	-	-	-	35%	-	35%	57%	35%	39%
At Meets Grade Level or Above	2019	50%	42%	**41%**	-	-	-	-	-	12%	-	12%	25%	12%	15%
	2018	48%	38%	**41%**	-	-	-	-	-	8%	-	8%	21%	8%	10%
At Masters Grade Level	2019	24%	17%	**17%**	-	-	-	-	-	3%	-	3%	12%	3%	5%
	2018	22%	13%	**17%**	-	-	-	-	-	1%	-	1%	6%	1%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**77%**	-	-	-	-	-	46%	-	46%	60%	46%	48%
	2018	74%	67%	**77%**	-	-	-	-	-	40%	-	40%	50%	40%	42%
At Meets Grade Level or Above	2019	48%	39%	**46%**	-	-	-	-	-	13%	-	13%	27%	13%	15%
	2018	46%	35%	**40%**	-	-	-	-	-	7%	-	7%	23%	7%	10%
At Masters Grade Level	2019	21%	13%	**20%**	-	-	-	-	-	3%	-	3%	13%	3%	5%
	2018	19%	11%	**20%**	-	-	-	-	-	2%	-	2%	5%	2%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**79%**	-	-	-	-	-	60%	-	60%	63%	60%	60%
	2018	81%	77%	**81%**	-	-	-	-	-	43%	-	43%	74%	43%	48%
At Meets Grade Level or Above	2019	52%	47%	**43%**	-	-	-	-	-	15%	-	15%	17%	15%	15%
	2018	50%	41%	**44%**	-	-	-	-	-	14%	-	14%	26%	14%	16%
At Masters Grade Level	2019	26%	22%	**15%**	-	-	-	-	-	3%	-	3%	7%	3%	4%
	2018	24%	16%	**16%**	-	-	-	-	-	1%	-	1%	9%	1%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**65%**	-	-	-	-	-	32%	-	32%	44%	32%	35%
	2018	66%	61%	**66%**	-	-	-	-	-	22%	-	22%	63%	22%	29%
At Meets Grade Level or Above	2019	38%	31%	**29%**	-	-	-	-	-	8%	-	8%	22%	8%	11%
	2018	41%	33%	**36%**	-	-	-	-	-	5%	-	5%	25%	5%	9%
At Masters Grade Level	2019	14%	10%	**13%**	-	-	-	-	-	3%	-	3%	0%	3%	2%
	2018	13%	5%	**6%**	-	-	-	-	-	0%	-	0%	13%	0%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**82%**	-	-	-	-	-	54%	-	54%	73%	54%	58%
	2018	80%	73%	**78%**	-	-	-	-	-	29%	-	29%	20%	29%	28%
At Meets Grade Level or Above	2019	54%	44%	**46%**	-	-	-	-	-	12%	-	12%	45%	12%	19%
	2018	51%	40%	**48%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
At Masters Grade Level	2019	25%	16%	**19%**	-	-	-	-	-	2%	-	2%	18%	2%	6%
	2018	23%	13%	**24%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**73%**	-	-	-	-	-	37%	-	37%	55%	37%	40%
	2018	78%	78%	**69%**	-	-	-	-	-	22%	-	22%	40%	22%	24%
At Meets Grade Level or Above	2019	55%	51%	**30%**	-	-	-	-	-	5%	-	5%	27%	5%	10%
	2018	53%	48%	**31%**	-	-	-	-	-	5%	-	5%	0%	5%	4%
At Masters Grade Level	2019	33%	27%	**11%**	-	-	-	-	-	2%	-	2%	27%	2%	8%
	2018	31%	23%	**15%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**65%**	-	-	-	-	-	61%	-	61%	60%	61%	61%
	2018	69%	66%	**71%**	-	-	-	-	-	60%	-	60%	69%	60%	62%
All Grades ELA/Reading	2019	68%	69%	**71%**	-	-	-	-	-	68%	-	68%	63%	68%	67%
	2018	69%	67%	**71%**	-	-	-	-	-	64%	-	64%	64%	64%	64%
All Grades Mathematics	2019	70%	70%	**60%**	-	-	-	-	-	55%	-	55%	57%	55%	55%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 519
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	65%	**70%**	-	-	-	-	-	57%	-	57%	74%	57%	60%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**44%**	-	-	-	-	-	31%	-	31%	44%	31%	32%
	2018	38%	39%	**45%**	-	-	-	-	-	37%	-	37%	*	37%	37%
Mathematics	2019	45%	49%	**41%**	-	-	-	-	-	34%	-	34%	43%	34%	35%
	2018	47%	48%	**53%**	-	-	-	-	-	36%	-	36%	*	36%	34%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	93%	88%	-	-	-	100%	97%	93%	85%
Not Included in Accountability													
Mobile	4%	4%	**4%**	-	4%	12%	-	-	-	0%	3%	4%	8%
Other Exclusions	1%	2%	**2%**	-	2%	0%	-	-	-	0%	0%	2%	7%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	-	96%	93%	-	-	-	63%	96%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**3%**	-	3%	7%	-	-	-	0%	4%	3%	4%
Other Exclusions	1%	1%	**1%**	-	1%	0%	-	-	-	38%	0%	1%	5%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.4%**	*	96.5%	92.7%	-	*	-	95.6%	94.8%	96.3%	96.7%
2017-18	95.4%	95.9%	**96.3%**	-	96.4%	87.4%	-	*	-	96.0%	95.4%	96.1%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**0.0%**	-	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.2%**	-	0.2%	*	-	-	-	0.0%	3.3%	0.3%	0.9%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
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Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
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Total Students: 519
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Total Students: 519
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
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Total Students: 519
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	519	100.0%	11,195	5,479,173	519	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	176	33.9%	7.8%	7.7%	176	33.9%	7.8%	7.7%
Grade 7	181	34.9%	8.0%	7.7%	181	34.9%	8.0%	7.7%
Grade 8	162	31.2%	7.9%	7.5%	162	31.2%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	1	0.2%	0.3%	12.6%	1	0.2%	0.3%	12.6%
Hispanic	493	95.0%	95.1%	52.8%	493	95.0%	95.0%	52.8%
White	13	2.5%	3.5%	27.0%	13	2.5%	3.5%	27.0%
American Indian	0	0.0%	0.3%	0.4%	0	0.0%	0.3%	0.4%
Asian	1	0.2%	0.1%	4.6%	1	0.2%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	2.1%	0.6%	2.5%	11	2.1%	0.6%	2.5%
Sex:								
Female	247	47.6%	48.8%	48.8%	247	47.6%	48.8%	48.8%
Male	272	52.4%	51.2%	51.2%	272	52.4%	51.2%	51.2%
Economically Disadvantaged	436	84.0%	86.3%	60.3%	436	84.0%	86.3%	60.2%
Non-Educationally Disadvantaged	83	16.0%	13.7%	39.7%	83	16.0%	13.7%	39.8%
Section 504 Students	19	3.7%	2.3%	6.9%	19	3.7%	2.4%	6.9%
English Learners (EL)	190	36.6%	39.3%	20.3%	190	36.6%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.3%	1.2%	1.5%				
Students w/ Dyslexia	5	1.0%	0.7%	4.1%	5	1.0%	0.7%	4.1%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	10	1.9%	1.4%	1.4%	10	1.9%	1.4%	1.4%
Immigrant	6	1.2%	1.2%	2.3%	6	1.2%	1.2%	2.3%
Migrant	4	0.8%	0.4%	0.3%	4	0.8%	0.4%	0.3%
Title I	519	100.0%	100.0%	65.1%	519	100.0%	100.0%	65.1%
Military Connected	4	0.8%	2.5%	1.9%	4	0.8%	2.5%	1.9%
At-Risk	324	62.4%	62.4%	50.6%	324	62.4%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	152	29.3%	34.6%	20.6%	152	29.3%	34.6%	20.6%
Career & Technical Education	84	16.2%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	25	4.8%	4.5%	8.1%	25	4.8%	4.5%	8.1%
Special Education	44	8.5%	10.0%	10.5%	44	8.5%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability								
Students with Intellectual Disabilities	30	68.2%	54.8%	42.4%				
Students with Physical Disabilities	5	11.4%	20.1%	21.4%				
Students with Autism	0	0.0%	8.0%	13.8%				
Students with Behavioral Disabilities	9	20.5%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	52	9.0%	12.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	50	8.7%						
White	2	0.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	33	10.1%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	1.2%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	19.8	17.6	20.4
Secondary:			
English/Language Arts	20.2	16.6	16.4
Foreign Languages	26.7	21.3	18.7
Mathematics	17.2	16.9	17.8
Science	18.8	18.0	18.8
Social Studies	20.1	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	40.1	100.0%	100.0%	100.0%
Professional Staff:	34.1	85.0%	60.3%	63.7%
Teachers	28.9	72.1%	45.9%	49.4%
Professional Support	3.2	8.0%	9.0%	10.2%
Campus Administration (School Leadership)	2.0	5.0%	2.7%	3.0%
Educational Aides:	6.0	15.0%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	38.6	96.3%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	27.4	94.8%	92.2%	28.1%
White	1.5	5.2%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	11.6	40.0%	30.6%	23.8%
Females	17.3	60.0%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	21.6	74.8%	70.3%	73.4%
Masters	6.3	21.8%	26.9%	24.5%
Doctorate	1.0	3.5%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.9%	5.4%	7.4%
1-5 Years Experience	8.3	28.9%	31.1%	27.9%
6-10 Years Experience	9.1	31.4%	19.7%	19.4%
11-20 Years Experience	7.3	25.1%	32.7%	29.4%
Over 20 Years Experience	2.2	7.7%	11.1%	15.9%
Number of Students per Teacher	18.0	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.2	6.2
Average Years Experience of Principals with District	3.0	4.3	5.3
Average Years Experience of Assistant Principals	2.0	4.8	5.3
Average Years Experience of Assistant Principals with District	2.0	4.1	4.7
Average Years Experience of Teachers:	9.4	10.3	11.1
Average Years Experience of Teachers with District:	6.9	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,526	$51,813	$49,868
1-5 Years Experience	$52,727	$52,889	$52,823
6-10 Years Experience	$54,768	$54,748	$55,756
11-20 Years Experience	$58,553	$58,129	$59,308
Over 20 Years Experience	$64,314	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,714	$56,342	$57,091
Professional Support	$72,024	$68,378	$67,352
Campus Administration (School Leadership)	$85,056	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: CLINT J H SCHOOL
Campus Number: 071901041

Total Students: 519
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	4.3%	19.3%	6.5%
Career & Technical Education	0.1	0.4%	4.6%	5.0%
Compensatory Education	1.4	4.9%	2.0%	2.8%
Gifted & Talented Education	0.4	1.2%	0.3%	1.9%
Regular Education	24.4	84.4%	62.5%	70.9%
Special Education	1.4	4.8%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **EAST MONTANA MIDDLE**

Campus Number: **071901042**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	53%	**51%**	-	51%	*	-	*	-	-	21%	*	53%	43%	49%	42%
	2018	69%	63%	**53%**	-	53%	*	-	-	-	-	40%	50%	54%	47%	50%	49%
At Meets Grade Level or Above	2019	37%	23%	**20%**	-	20%	*	-	*	-	-	6%	*	20%	18%	18%	14%
	2018	39%	31%	**27%**	-	28%	*	-	-	-	-	27%	0%	29%	19%	25%	24%
At Masters Grade Level	2019	18%	9%	**6%**	-	7%	*	-	*	-	-	0%	*	6%	7%	5%	6%
	2018	19%	11%	**11%**	-	11%	*	-	-	-	-	13%	0%	13%	3%	10%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	68%	**57%**	-	57%	*	-	*	-	-	24%	*	60%	45%	56%	48%
	2018	77%	71%	**54%**	-	54%	*	-	-	-	-	25%	75%	57%	42%	53%	52%
At Meets Grade Level or Above	2019	47%	28%	**19%**	-	19%	*	-	*	-	-	3%	*	20%	16%	18%	17%
	2018	44%	37%	**22%**	-	23%	*	-	-	-	-	17%	25%	24%	18%	23%	21%
At Masters Grade Level	2019	21%	8%	**4%**	-	4%	*	-	*	-	-	0%	*	4%	2%	4%	4%
	2018	18%	11%	**5%**	-	5%	*	-	-	-	-	4%	13%	7%	0%	4%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**63%**	-	63%	-	-	-	-	-	14%	67%	67%	41%	62%	61%
	2018	74%	72%	**64%**	*	64%	60%	-	-	-	*	0%	*	65%	59%	65%	56%
At Meets Grade Level or Above	2019	49%	41%	**38%**	-	38%	-	-	-	-	-	10%	33%	41%	25%	37%	30%
	2018	48%	36%	**25%**	*	24%	40%	-	-	-	*	0%	*	27%	20%	24%	15%
At Masters Grade Level	2019	29%	21%	**17%**	-	17%	-	-	-	-	-	0%	17%	19%	9%	16%	10%
	2018	29%	17%	**12%**	*	12%	0%	-	-	-	*	0%	*	12%	13%	11%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**63%**	-	63%	-	-	-	-	-	19%	83%	68%	38%	62%	61%
	2018	72%	71%	**63%**	*	63%	50%	-	-	-	*	22%	*	63%	62%	63%	54%
At Meets Grade Level or Above	2019	43%	39%	**31%**	-	31%	-	-	-	-	-	5%	33%	34%	16%	31%	29%
	2018	40%	33%	**25%**	*	25%	17%	-	-	-	*	11%	*	26%	19%	24%	15%
At Masters Grade Level	2019	17%	13%	**11%**	-	11%	-	-	-	-	-	0%	0%	11%	6%	10%	8%
	2018	18%	12%	**8%**	*	8%	0%	-	-	-	*	0%	*	8%	6%	7%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	66%	**59%**	-	59%	-	-	-	-	-	19%	67%	62%	41%	59%	58%
	2018	69%	64%	**51%**	*	50%	80%	-	-	-	*	0%	*	53%	46%	50%	38%
At Meets Grade Level or Above	2019	42%	34%	**24%**	-	24%	-	-	-	-	-	5%	50%	26%	9%	23%	20%
	2018	43%	33%	**21%**	*	21%	40%	-	-	-	*	0%	*	24%	13%	20%	10%
At Masters Grade Level	2019	18%	12%	**7%**	-	7%	-	-	-	-	-	0%	0%	7%	3%	6%	4%
	2018	15%	7%	**3%**	*	3%	0%	-	-	-	*	0%	*	3%	0%	2%	1%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**77%**	*	77%	*	-	-	-	*	25%	*	81%	61%	77%	65%
	2018	86%	88%	**87%**	-	87%	*	-	-	-	-	50%	*	90%	76%	86%	81%
At Meets Grade Level or Above	2019	55%	48%	**42%**	*	42%	*	-	-	-	*	5%	*	45%	29%	41%	26%
	2018	49%	41%	**37%**	-	36%	*	-	-	-	-	25%	*	40%	21%	33%	13%
At Masters Grade Level	2019	28%	18%	**18%**	*	18%	*	-	-	-	*	0%	*	20%	10%	17%	6%
	2018	27%	18%	**16%**	-	16%	*	-	-	-	-	0%	*	17%	13%	14%	4%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**84%**	*	84%	*	-	-	-	*	42%	*	86%	79%	85%	82%
	2018	86%	89%	**87%**	-	87%	*	-	-	-	-	38%	*	86%	89%	87%	85%
At Meets Grade Level or Above	2019	57%	46%	**44%**	*	44%	*	-	-	-	*	5%	*	44%	45%	44%	33%
	2018	51%	35%	**36%**	-	35%	*	-	-	-	-	25%	*	39%	21%	35%	29%
At Masters Grade Level	2019	17%	7%	**8%**	*	8%	*	-	-	-	*	0%	*	9%	5%	8%	2%
	2018	15%	5%	**2%**	-	2%	*	-	-	-	-	13%	*	2%	4%	2%	1%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	**79%**	*	79%	*	-	-	-	*	20%	*	81%	71%	79%	68%
	2018	76%	71%	**73%**	-	72%	*	-	-	-	-	27%	*	77%	59%	72%	63%
At Meets Grade Level or Above	2019	51%	44%	**46%**	*	45%	*	-	-	-	*	5%	*	50%	27%	46%	25%
	2018	52%	43%	**42%**	-	41%	*	-	-	-	-	18%	*	45%	27%	40%	29%
At Masters Grade Level	2019	25%	17%	**15%**	*	14%	*	-	-	-	*	5%	*	17%	5%	15%	1%
	2018	28%	21%	**18%**	-	17%	*	-	-	-	-	0%	*	19%	12%	16%	7%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**72%**	*	71%	*	-	-	-	*	30%	*	75%	56%	72%	60%
	2018	65%	66%	**70%**	-	70%	*	-	-	-	-	27%	*	74%	56%	69%	57%
At Meets Grade Level or Above	2019	37%	34%	**35%**	*	34%	*	-	-	-	*	0%	*	39%	17%	34%	17%
	2018	36%	30%	**33%**	-	32%	*	-	-	-	-	18%	*	36%	20%	29%	16%
At Masters Grade Level	2019	21%	18%	**18%**	*	18%	*	-	-	-	*	0%	*	19%	12%	18%	4%
	2018	21%	15%	**19%**	-	18%	*	-	-	-	-	0%	*	21%	10%	15%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	-	-	-	-	-	*	-	100%	*	100%	100%
	2018	83%	81%	**100%**	-	100%	*	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2019	61%	63%	**90%**	-	90%	-	-	-	-	-	*	-	89%	*	90%	89%
	2018	55%	48%	**100%**	-	100%	*	-	-	-	-	-	-	100%	*	100%	*
At Masters Grade Level	2019	37%	36%	**54%**	-	54%	-	-	-	-	-	*	-	56%	*	53%	22%
	2018	32%	23%	**76%**	-	75%	*	-	-	-	-	-	-	78%	*	78%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**68%**	*	68%	78%	-	*	-	*	24%	79%	71%	54%	68%	60%
	2018	77%	71%	**67%**	67%	66%	75%	-	-	-	*	25%	77%	69%	59%	66%	58%
At Meets Grade Level or Above	2019	50%	42%	**35%**	*	34%	67%	-	*	-	*	5%	43%	37%	23%	34%	24%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	48%	38%	**30%**	17%	30%	42%	-	-	-	*	16%	39%	33%	20%	28%	19%
At Masters Grade Level	2019	24%	17%	**13%**	*	13%	33%	-	*	-	*	0%	14%	14%	7%	12%	6%
	2018	22%	13%	**11%**	0%	11%	17%	-	-	-	*	3%	23%	12%	7%	10%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**64%**	*	64%	80%	-	*	-	*	20%	80%	68%	49%	63%	55%
	2018	74%	67%	**68%**	*	68%	64%	-	-	-	*	30%	73%	70%	61%	67%	61%
At Meets Grade Level or Above	2019	48%	39%	**34%**	*	33%	60%	-	*	-	*	7%	40%	36%	24%	32%	23%
	2018	46%	35%	**30%**	*	29%	36%	-	-	-	*	18%	27%	32%	20%	27%	18%
At Masters Grade Level	2019	21%	13%	**14%**	*	14%	0%	-	*	-	*	0%	30%	15%	9%	13%	8%
	2018	19%	11%	**13%**	*	13%	9%	-	-	-	*	6%	18%	14%	10%	12%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**70%**	*	70%	80%	-	*	-	*	28%	80%	73%	56%	69%	63%
	2018	81%	77%	**67%**	*	67%	67%	-	-	-	*	26%	85%	69%	62%	67%	61%
At Meets Grade Level or Above	2019	52%	47%	**35%**	*	35%	60%	-	*	-	*	4%	50%	37%	27%	35%	27%
	2018	50%	41%	**30%**	*	30%	33%	-	-	-	*	16%	38%	32%	20%	29%	21%
At Masters Grade Level	2019	26%	22%	**11%**	*	11%	40%	-	*	-	*	0%	10%	13%	5%	10%	6%
	2018	24%	16%	**8%**	*	8%	8%	-	-	-	*	4%	15%	9%	4%	7%	4%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**59%**	-	59%	-	-	-	-	-	19%	67%	62%	41%	59%	58%
	2018	66%	61%	**51%**	*	50%	80%	-	-	-	*	0%	*	53%	46%	50%	38%
At Meets Grade Level or Above	2019	38%	31%	**24%**	-	24%	-	-	-	-	-	5%	50%	26%	9%	23%	20%
	2018	41%	33%	**21%**	*	21%	40%	-	-	-	*	0%	*	24%	13%	20%	10%
At Masters Grade Level	2019	14%	10%	**7%**	-	7%	-	-	-	-	-	0%	0%	7%	3%	6%	4%
	2018	13%	5%	**3%**	*	3%	0%	-	-	-	*	0%	*	3%	0%	2%	1%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**79%**	*	79%	*	-	-	-	*	20%	*	81%	71%	79%	68%
	2018	80%	73%	**73%**	-	72%	*	-	-	-	-	27%	*	77%	59%	72%	63%
At Meets Grade Level or Above	2019	54%	44%	**46%**	*	45%	*	-	-	-	*	5%	*	50%	27%	46%	25%
	2018	51%	40%	**42%**	-	41%	*	-	-	-	-	18%	*	45%	27%	40%	29%
At Masters Grade Level	2019	25%	16%	**15%**	*	14%	*	-	-	-	*	5%	*	17%	5%	15%	1%
	2018	23%	13%	**18%**	-	17%	*	-	-	-	-	0%	*	19%	12%	16%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**72%**	*	71%	*	-	-	-	*	30%	*	75%	56%	72%	60%
	2018	78%	78%	**70%**	-	70%	*	-	-	-	-	27%	*	74%	56%	69%	57%
At Meets Grade Level or Above	2019	55%	51%	**35%**	*	34%	*	-	-	-	*	0%	*	39%	17%	34%	17%
	2018	53%	48%	**33%**	-	32%	*	-	-	-	-	18%	*	36%	20%	29%	16%
At Masters Grade Level	2019	33%	27%	**18%**	*	18%	*	-	-	-	*	0%	*	19%	12%	18%	4%
	2018	31%	23%	**19%**	-	18%	*	-	-	-	-	0%	*	21%	10%	15%	6%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	36	**28**	-	28	*	-	*	-	-	16	*	28	27	27	26
	2018	47	39	**37**	-	37	*	-	-	-	-	61	25	39	28	34	37
Grade 6 Mathematics	2019	54	35	**21**	-	20	*	-	*	-	-	14	*	22	15	21	18
	2018	56	42	**25**	-	25	*	-	-	-	-	20	50	25	26	25	24
Grade 7 ELA/Reading	2019	77	79	**76**	-	76	-	-	-	-	-	63	83	78	67	77	75
	2018	76	77	**70**	*	71	60	-	-	-	*	40	*	70	72	70	73
Grade 7 Mathematics	2019	62	63	**67**	-	67	-	-	-	-	-	38	50	69	55	66	71
	2018	67	66	**70**	*	71	17	-	-	-	*	47	*	69	71	72	76
Grade 8 ELA/Reading	2019	77	80	**85**	*	85	*	-	-	-	*	69	*	86	78	85	84
	2018	79	82	**78**	-	79	*	-	-	-	-	79	*	78	79	78	83
Grade 8 Mathematics	2019	82	90	**92**	*	92	*	-	-	-	*	76	*	93	88	92	91
	2018	81	85	**75**	-	74	*	-	-	-	-	50	*	74	78	75	80
End of Course Algebra I	2019	75	80	**83**	-	83	-	-	-	-	-	*	-	82	*	85	78
	2018	72	67	**98**	-	98	*	-	-	-	-	-	-	98	*	97	*
All Grades Both Subjects	2019	69	69	**63**	*	62	75	-	*	-	*	40	68	64	55	63	60
	2018	69	66	**60**	*	60	52	-	-	-	*	44	56	60	59	59	60
All Grades ELA/Reading	2019	68	69	**65**	*	65	70	-	*	-	*	45	85	66	58	65	62
	2018	69	67	**63**	*	64	60	-	-	-	*	58	55	63	63	62	64
All Grades Mathematics	2019	70	70	**61**	*	60	80	-	*	-	*	36	50	62	52	61	58
	2018	70	65	**57**	*	57	46	-	-	-	*	35	58	57	57	58	57

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**37%**	-	38%	*	-	-	-	-	11%	37%	25%
	2018	38%	39%	**38%**	*	38%	*	-	-	-	-	*	40%	27%
Mathematics	2019	45%	49%	**45%**	-	45%	*	-	-	-	-	19%	44%	39%
	2018	47%	48%	**33%**	*	33%	*	-	-	-	-	*	31%	21%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	6%	**7%**	-	7%	-	-	-	-	-	14%	7%	6%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	35%	**15%**	-	15%	-	-	-	-	-	11%	15%	10%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**69%**	*	68%	*	-	-	-	*	20%	68%	35%
Students Requiring Accelerated Instruction	2019	22%	26%	**31%**	*	32%	*	-	-	-	*	80%	32%	65%
STAAR Cumulative Met Standard	2019	85%	84%	**77%**	*	77%	*	-	-	-	*	25%	76%	47%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	100%	**100%**	-	100%	-	-	-	-	-	*	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	79%	**75%**	*	74%	*	-	-	-	*	21%	75%	60%
Students Requiring Accelerated Instruction	2019	18%	21%	**25%**	*	26%	*	-	-	-	*	79%	25%	40%
STAAR Cumulative Met Standard	2019	88%	88%	**84%**	*	84%	*	-	-	-	*	42%	85%	75%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	100%	**100%**	-	100%	-	-	-	-	-	*	100%	*

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 629
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**68%**	-	-	-	-	-	43%	*	43%	47%	43%	43%
	2018	77%	71%	**67%**	-	-	-	-	-	32%	-	32%	44%	32%	33%
At Meets Grade Level or Above	2019	50%	42%	**35%**	-	-	-	-	-	11%	*	11%	23%	11%	13%
	2018	48%	38%	**30%**	-	-	-	-	-	5%	-	5%	21%	5%	7%
At Masters Grade Level	2019	24%	17%	**13%**	-	-	-	-	-	2%	*	2%	4%	2%	3%
	2018	22%	13%	**11%**	-	-	-	-	-	1%	-	1%	2%	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**64%**	-	-	-	-	-	38%	*	38%	37%	38%	38%
	2018	74%	67%	**68%**	-	-	-	-	-	33%	-	33%	42%	33%	34%
At Meets Grade Level or Above	2019	48%	39%	**34%**	-	-	-	-	-	10%	*	10%	26%	10%	12%
	2018	46%	35%	**30%**	-	-	-	-	-	3%	-	3%	21%	3%	5%
At Masters Grade Level	2019	21%	13%	**14%**	-	-	-	-	-	2%	*	2%	4%	2%	2%
	2018	19%	11%	**13%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**70%**	-	-	-	-	-	49%	*	49%	52%	49%	49%
	2018	81%	77%	**67%**	-	-	-	-	-	40%	-	40%	40%	40%	40%
At Meets Grade Level or Above	2019	52%	47%	**35%**	-	-	-	-	-	15%	*	15%	19%	15%	15%
	2018	50%	41%	**30%**	-	-	-	-	-	8%	-	8%	15%	8%	9%
At Masters Grade Level	2019	26%	22%	**11%**	-	-	-	-	-	3%	*	3%	4%	3%	3%
	2018	24%	16%	**8%**	-	-	-	-	-	1%	-	1%	5%	1%	1%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**59%**	-	-	-	-	-	35%	*	34%	33%	35%	35%
	2018	66%	61%	**51%**	-	-	-	-	-	12%	-	12%	20%	12%	13%
At Meets Grade Level or Above	2019	38%	31%	**24%**	-	-	-	-	-	8%	*	8%	22%	8%	10%
	2018	41%	33%	**21%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
At Masters Grade Level	2019	14%	10%	**7%**	-	-	-	-	-	5%	*	5%	0%	5%	4%
	2018	13%	5%	**3%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**79%**	-	-	-	-	-	51%	-	51%	57%	51%	52%
	2018	80%	73%	**73%**	-	-	-	-	-	33%	-	33%	*	33%	37%
At Meets Grade Level or Above	2019	54%	44%	**46%**	-	-	-	-	-	10%	-	10%	14%	10%	11%
	2018	51%	40%	**42%**	-	-	-	-	-	8%	-	8%	*	8%	12%
At Masters Grade Level	2019	25%	16%	**15%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
	2018	23%	13%	**18%**	-	-	-	-	-	3%	-	3%	*	3%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**72%**	-	-	-	-	-	39%	-	39%	71%	39%	43%
	2018	78%	78%	**70%**	-	-	-	-	-	23%	-	23%	*	23%	28%
At Meets Grade Level or Above	2019	55%	51%	**35%**	-	-	-	-	-	6%	-	6%	43%	6%	11%
	2018	53%	48%	**33%**	-	-	-	-	-	5%	-	5%	*	5%	9%
At Masters Grade Level	2019	33%	27%	**18%**	-	-	-	-	-	0%	-	0%	14%	0%	2%
	2018	31%	23%	**19%**	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**63%**	-	-	-	-	-	56%	*	56%	45%	56%	55%
	2018	69%	66%	**60%**	-	-	-	-	-	60%	-	60%	49%	60%	59%
All Grades ELA/Reading	2019	68%	69%	**65%**	-	-	-	-	-	58%	*	59%	50%	58%	57%
	2018	69%	67%	**63%**	-	-	-	-	-	65%	-	65%	53%	65%	63%
All Grades Mathematics	2019	70%	70%	**61%**	-	-	-	-	-	53%	*	53%	40%	53%	52%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	65%	**57%**	-	-	-	-	-	56%	-	56%	45%	56%	55%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**37%**	-	-	-	-	-	27%	-	27%	14%	27%	25%
	2018	38%	39%	**38%**	-	-	-	-	-	29%	-	29%	*	29%	27%
Mathematics	2019	45%	49%	**45%**	-	-	-	-	-	39%	*	39%	42%	39%	39%
	2018	47%	48%	**33%**	-	-	-	-	-	19%	-	19%	*	19%	21%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 670
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	*	94%	90%	-	*	-	57%	96%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	**5%**	*	5%	10%	-	*	-	43%	3%	5%	7%
Other Exclusions	1%	2%	**1%**	*	1%	0%	-	*	-	0%	0%	1%	4%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	99%	100%	100%
Included in Accountability	94%	95%	**95%**	100%	96%	90%	-	-	-	60%	96%	96%	89%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	2%	10%	-	-	-	40%	3%	2%	3%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	-	-	0%	0%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.2%**	*	96.2%	95.4%	-	*	-	-	94.1%	96.1%	96.3%
2017-18	95.4%	95.9%	**96.3%**	*	96.3%	94.9%	*	*	-	*	94.2%	96.2%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.0%**	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	629	100.0%	11,195	5,479,173	629	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	205	32.6%	7.8%	7.7%	205	32.6%	7.8%	7.7%
Grade 7	211	33.5%	8.0%	7.7%	211	33.5%	8.0%	7.7%
Grade 8	213	33.9%	7.9%	7.5%	213	33.9%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	1	0.2%	0.3%	12.6%	1	0.2%	0.3%	12.6%
Hispanic	601	95.5%	95.1%	52.8%	601	95.5%	95.0%	52.8%
White	22	3.5%	3.5%	27.0%	22	3.5%	3.5%	27.0%
American Indian	1	0.2%	0.3%	0.4%	1	0.2%	0.3%	0.4%
Asian	2	0.3%	0.1%	4.6%	2	0.3%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.5%	2	0.3%	0.6%	2.5%
Sex:								
Female	310	49.3%	48.8%	48.8%	310	49.3%	48.8%	48.8%
Male	319	50.7%	51.2%	51.2%	319	50.7%	51.2%	51.2%
Economically Disadvantaged	580	92.2%	86.3%	60.3%	580	92.2%	86.3%	60.2%
Non-Educationally Disadvantaged	49	7.8%	13.7%	39.7%	49	7.8%	13.7%	39.8%
Section 504 Students	23	3.7%	2.3%	6.9%	23	3.7%	2.4%	6.9%
English Learners (EL)	245	39.0%	39.3%	20.3%	245	39.0%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	19	2.6%	1.2%	1.5%				
Students w/ Dyslexia	3	0.5%	0.7%	4.1%	3	0.5%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	12	1.9%	1.4%	1.4%	12	1.9%	1.4%	1.4%
Immigrant	11	1.7%	1.2%	2.3%	11	1.7%	1.2%	2.3%
Migrant	3	0.5%	0.4%	0.3%	3	0.5%	0.4%	0.3%
Title I	629	100.0%	100.0%	65.1%	629	100.0%	100.0%	65.1%
Military Connected	14	2.2%	2.5%	1.9%	14	2.2%	2.5%	1.9%
At-Risk	404	64.2%	62.4%	50.6%	404	64.2%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	205	32.6%	34.6%	20.6%	205	32.6%	34.6%	20.6%
Career & Technical Education	125	19.9%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	36	5.7%	4.5%	8.1%	36	5.7%	4.5%	8.1%
Special Education	78	12.4%	10.0%	10.5%	78	12.4%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	78							
By Type of Primary Disability								
Students with Intellectual Disabilities	54	69.2%	54.8%	42.4%				
Students with Physical Disabilities	*	*	20.1%	21.4%				
Students with Autism	*	*	8.0%	13.8%				
Students with Behavioral Disabilities	18	23.1%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	93	12.9%	12.6%	15.3%				
By Ethnicity:								
African American	5	0.7%						
Hispanic	81	11.3%						
White	7	1.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	54	12.5%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	4.5%	1.2%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	11.6	17.6	20.4
Secondary:			
English/Language Arts	9.7	16.6	16.4
Foreign Languages	14.7	21.3	18.7
Mathematics	10.4	16.9	17.8
Science	10.4	18.0	18.8
Social Studies	9.6	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	56.9	100.0%	100.0%	100.0%
Professional Staff:	49.9	87.7%	60.3%	63.7%
Teachers	41.5	73.0%	45.9%	49.4%
Professional Support	5.3	9.4%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	5.3%	2.7%	3.0%
Educational Aides:	7.0	12.3%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	53.7	94.4%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	38.3	92.3%	92.2%	28.1%
White	3.2	7.7%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	16.6	40.1%	30.6%	23.8%
Females	24.9	59.9%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.2	0.5%	2.0%	1.3%
Bachelors	33.4	80.4%	70.3%	73.4%
Masters	7.9	19.1%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.8%	5.4%	7.4%
1-5 Years Experience	11.6	27.8%	31.1%	27.9%
6-10 Years Experience	13.2	31.7%	19.7%	19.4%
11-20 Years Experience	11.2	26.9%	32.7%	29.4%
Over 20 Years Experience	3.6	8.7%	11.1%	15.9%
Number of Students per Teacher	15.1	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.2	6.2
Average Years Experience of Principals with District	4.0	4.3	5.3
Average Years Experience of Assistant Principals	1.5	4.8	5.3
Average Years Experience of Assistant Principals with District	1.5	4.1	4.7
Average Years Experience of Teachers:	10.0	10.3	11.1
Average Years Experience of Teachers with District:	8.2	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,717	$51,813	$49,868
1-5 Years Experience	$52,989	$52,889	$52,823
6-10 Years Experience	$53,883	$54,748	$55,756
11-20 Years Experience	$58,750	$58,129	$59,308
Over 20 Years Experience	$70,202	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,169	$56,342	$57,091
Professional Support	$67,134	$68,378	$67,352
Campus Administration (School Leadership)	$83,677	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: EAST MONTANA MIDDLE
Campus Number: 071901042

Total Students: 629
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	3.7%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.5	3.7%	2.0%	2.8%
Gifted & Talented Education	0.0	0.0%	0.3%	1.9%
Regular Education	36.7	88.3%	62.5%	70.9%
Special Education	1.8	4.3%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **HORIZON MIDDLE**

Campus Number: **071901044**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	53%	**55%**	*	55%	38%	*	-	*	*	18%	40%	54%	58%	49%	45%
	2018	69%	63%	**72%**	*	71%	100%	-	-	-	*	*	80%	72%	71%	68%	70%
At Meets Grade Level or Above	2019	37%	23%	**22%**	*	23%	13%	*	-	*	*	12%	20%	25%	15%	18%	17%
	2018	39%	31%	**34%**	*	34%	50%	-	-	-	*	*	20%	33%	36%	31%	35%
At Masters Grade Level	2019	18%	9%	**7%**	*	7%	13%	*	-	*	*	6%	0%	7%	5%	6%	5%
	2018	19%	11%	**9%**	*	9%	0%	-	-	-	*	*	10%	8%	12%	10%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	68%	**68%**	*	69%	56%	*	-	*	*	41%	60%	68%	69%	63%	62%
	2018	77%	71%	**75%**	*	74%	71%	-	-	-	*	38%	92%	76%	71%	74%	73%
At Meets Grade Level or Above	2019	47%	28%	**28%**	*	29%	22%	*	-	*	*	15%	20%	30%	25%	25%	24%
	2018	44%	37%	**37%**	*	36%	57%	-	-	-	*	15%	31%	37%	36%	32%	31%
At Masters Grade Level	2019	21%	8%	**9%**	*	9%	11%	*	-	*	*	6%	0%	11%	5%	7%	10%
	2018	18%	11%	**9%**	*	9%	0%	-	-	-	*	15%	0%	10%	5%	8%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**73%**	*	73%	*	-	-	-	*	22%	71%	74%	71%	70%	66%
	2018	74%	72%	**74%**	*	74%	67%	-	*	-	*	67%	*	78%	61%	73%	75%
At Meets Grade Level or Above	2019	49%	41%	**44%**	*	43%	*	-	-	-	*	17%	29%	42%	50%	41%	37%
	2018	48%	36%	**42%**	*	40%	67%	-	*	-	*	67%	*	46%	29%	36%	34%
At Masters Grade Level	2019	29%	21%	**23%**	*	23%	*	-	-	-	*	6%	29%	22%	27%	22%	19%
	2018	29%	17%	**17%**	*	16%	33%	-	*	-	*	22%	*	18%	12%	12%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**80%**	*	79%	*	-	-	-	*	44%	71%	79%	83%	78%	77%
	2018	72%	71%	**74%**	*	75%	57%	*	*	-	*	53%	20%	77%	65%	72%	72%
At Meets Grade Level or Above	2019	43%	39%	**42%**	*	42%	*	-	-	-	*	17%	29%	40%	48%	40%	40%
	2018	40%	33%	**39%**	*	38%	57%	*	*	-	*	41%	0%	44%	22%	35%	37%
At Masters Grade Level	2019	17%	13%	**17%**	*	17%	*	-	-	-	*	6%	0%	16%	21%	15%	13%
	2018	18%	12%	**16%**	*	16%	0%	*	*	-	*	18%	0%	18%	8%	12%	16%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	66%	**70%**	*	69%	*	-	-	-	*	17%	43%	70%	69%	68%	64%
	2018	69%	64%	**71%**	*	71%	83%	*	*	-	*	60%	20%	72%	68%	66%	69%
At Meets Grade Level or Above	2019	42%	34%	**35%**	*	34%	*	-	-	-	*	17%	29%	34%	38%	31%	24%
	2018	43%	33%	**38%**	*	37%	50%	*	*	-	*	60%	0%	39%	37%	32%	33%
At Masters Grade Level	2019	18%	12%	**8%**	*	8%	*	-	-	-	*	0%	0%	8%	8%	7%	4%
	2018	15%	7%	**7%**	*	5%	17%	*	*	-	*	30%	0%	8%	2%	4%	4%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**85%**	*	85%	86%	*	-	-	*	45%	*	89%	74%	84%	80%
	2018	86%	88%	**89%**	*	89%	100%	*	-	-	-	*	*	89%	92%	89%	82%
At Meets Grade Level or Above	2019	55%	48%	**47%**	*	46%	57%	*	-	-	*	30%	*	47%	45%	44%	35%
	2018	49%	41%	**37%**	*	37%	33%	*	-	-	-	*	*	36%	42%	34%	28%
At Masters Grade Level	2019	28%	18%	**16%**	*	15%	29%	*	-	-	*	20%	*	16%	17%	12%	7%
	2018	27%	18%	**16%**	*	15%	33%	*	-	-	-	*	*	13%	25%	14%	10%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**91%**	*	90%	100%	*	-	-	-	70%	*	91%	89%	90%	84%
	2018	86%	89%	**89%**	*	89%	100%	*	-	-	-	78%	*	91%	80%	88%	89%
At Meets Grade Level or Above	2019	57%	46%	**40%**	*	41%	20%	*	-	-	-	40%	*	42%	34%	39%	35%
	2018	51%	35%	**34%**	*	34%	33%	*	-	-	-	33%	*	33%	37%	32%	32%
At Masters Grade Level	2019	17%	7%	**4%**	*	4%	0%	*	-	-	-	15%	*	4%	2%	2%	3%
	2018	15%	5%	**5%**	*	5%	17%	*	-	-	-	0%	*	4%	9%	4%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	**77%**	*	78%	57%	*	-	-	*	55%	*	80%	67%	75%	70%
	2018	76%	71%	**59%**	*	59%	71%	*	-	-	-	28%	*	60%	57%	57%	48%
At Meets Grade Level or Above	2019	51%	44%	**37%**	*	37%	43%	*	-	-	*	30%	*	40%	27%	33%	28%
	2018	52%	43%	**31%**	*	31%	57%	*	-	-	-	17%	*	32%	29%	29%	21%
At Masters Grade Level	2019	25%	17%	**13%**	*	13%	0%	*	-	-	*	10%	*	13%	12%	11%	6%
	2018	28%	21%	**16%**	*	15%	29%	*	-	-	-	0%	*	16%	14%	14%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**59%**	*	59%	57%	*	-	-	*	45%	*	61%	54%	56%	48%
	2018	65%	66%	**54%**	*	53%	71%	*	-	-	-	33%	*	53%	57%	52%	39%
At Meets Grade Level or Above	2019	37%	34%	**25%**	*	24%	29%	*	-	-	*	30%	*	25%	25%	20%	16%
	2018	36%	30%	**24%**	*	24%	43%	*	-	-	-	17%	*	23%	29%	23%	14%
At Masters Grade Level	2019	21%	18%	**12%**	*	11%	14%	*	-	-	*	15%	*	11%	13%	9%	5%
	2018	21%	15%	**10%**	*	11%	0%	*	-	-	-	0%	*	12%	6%	10%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	*	-	-	-	*	-	-	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
At Meets Grade Level or Above	2019	61%	63%	**96%**	-	96%	*	-	-	-	*	-	-	98%	89%	95%	94%
	2018	55%	48%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
At Masters Grade Level	2019	37%	36%	**79%**	-	77%	*	-	-	-	*	-	-	83%	56%	73%	82%
	2018	32%	23%	**74%**	-	74%	-	-	-	-	-	-	-	74%	*	67%	83%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**73%**	75%	73%	67%	67%	-	*	100%	39%	58%	74%	70%	70%	66%
	2018	77%	71%	**73%**	64%	72%	79%	67%	*	-	88%	49%	65%	74%	68%	71%	68%
At Meets Grade Level or Above	2019	50%	42%	**37%**	50%	37%	33%	0%	-	*	77%	22%	19%	38%	34%	33%	29%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	48%	38%	**36%**	18%	35%	50%	0%	*	-	75%	35%	21%	36%	33%	32%	30%
At Masters Grade Level	2019	24%	17%	**14%**	13%	14%	14%	0%	-	*	46%	9%	5%	15%	13%	12%	10%
	2018	22%	13%	**13%**	0%	12%	14%	0%	*	-	63%	13%	6%	13%	11%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**70%**	83%	70%	59%	*	-	*	*	27%	60%	72%	67%	67%	62%
	2018	74%	67%	**79%**	*	78%	89%	*	*	-	*	69%	63%	80%	74%	77%	75%
At Meets Grade Level or Above	2019	48%	39%	**37%**	50%	37%	29%	*	-	*	*	18%	20%	38%	35%	34%	29%
	2018	46%	35%	**38%**	*	37%	50%	*	*	-	*	69%	19%	38%	35%	34%	32%
At Masters Grade Level	2019	21%	13%	**15%**	17%	15%	18%	*	-	*	*	10%	13%	15%	15%	13%	10%
	2018	19%	11%	**14%**	*	14%	22%	*	*	-	*	31%	13%	13%	16%	12%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**80%**	83%	80%	78%	*	-	*	*	50%	73%	80%	80%	77%	74%
	2018	81%	77%	**79%**	*	79%	75%	*	*	-	*	54%	76%	82%	72%	78%	77%
At Meets Grade Level or Above	2019	52%	47%	**41%**	50%	41%	33%	*	-	*	*	22%	20%	42%	37%	38%	35%
	2018	50%	41%	**39%**	*	38%	50%	*	*	-	*	31%	24%	41%	33%	36%	34%
At Masters Grade Level	2019	26%	22%	**16%**	0%	16%	17%	*	-	*	*	8%	0%	18%	11%	13%	13%
	2018	24%	16%	**13%**	*	13%	5%	*	*	-	*	13%	0%	14%	9%	10%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**70%**	*	69%	*	-	-	-	*	17%	43%	70%	69%	68%	64%
	2018	66%	61%	**71%**	*	71%	83%	*	*	-	*	60%	20%	72%	68%	66%	69%
At Meets Grade Level or Above	2019	38%	31%	**35%**	*	34%	*	-	-	-	*	17%	29%	34%	38%	31%	24%
	2018	41%	33%	**38%**	*	37%	50%	*	*	-	*	60%	0%	39%	37%	32%	33%
At Masters Grade Level	2019	14%	10%	**8%**	*	8%	*	-	-	-	*	0%	0%	8%	8%	7%	4%
	2018	13%	5%	**7%**	*	5%	17%	*	*	-	*	30%	0%	8%	2%	4%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**77%**	*	78%	57%	*	-	-	*	55%	*	80%	67%	75%	70%
	2018	80%	73%	**59%**	*	59%	71%	*	-	-	-	28%	*	60%	57%	57%	48%
At Meets Grade Level or Above	2019	54%	44%	**37%**	*	37%	43%	*	-	-	*	30%	*	40%	27%	33%	28%
	2018	51%	40%	**31%**	*	31%	57%	*	-	-	-	17%	*	32%	29%	29%	21%
At Masters Grade Level	2019	25%	16%	**13%**	*	13%	0%	*	-	-	*	10%	*	13%	12%	11%	6%
	2018	23%	13%	**16%**	*	15%	29%	*	-	-	-	0%	*	16%	14%	14%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**59%**	*	59%	57%	*	-	-	*	45%	*	61%	54%	56%	48%
	2018	78%	78%	**54%**	*	53%	71%	*	-	-	-	33%	*	53%	57%	52%	39%
At Meets Grade Level or Above	2019	55%	51%	**25%**	*	24%	29%	*	-	-	*	30%	*	25%	25%	20%	16%
	2018	53%	48%	**24%**	*	24%	43%	*	-	-	-	17%	*	23%	29%	23%	14%
At Masters Grade Level	2019	33%	27%	**12%**	*	11%	14%	*	-	-	*	15%	*	11%	13%	9%	5%
	2018	31%	23%	**10%**	*	11%	0%	*	-	-	-	0%	*	12%	6%	10%	4%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	36	**39**	*	40	19	*	-	-	*	28	0	38	42	38	37
	2018	47	39	**32**	*	32	50	-	-	-	*	*	45	29	44	33	36
Grade 6 Mathematics	2019	54	35	**35**	*	35	33	*	-	-	*	41	0	36	32	33	28
	2018	56	42	**31**	*	31	50	-	-	-	*	41	35	30	33	30	34
Grade 7 ELA/Reading	2019	77	79	**76**	*	76	*	-	-	-	*	72	79	74	83	74	75
	2018	76	77	**78**	*	78	83	-	*	-	*	67	*	80	68	75	74
Grade 7 Mathematics	2019	62	63	**71**	*	71	*	-	-	-	*	66	43	69	77	70	70
	2018	67	66	**72**	*	72	50	*	*	-	*	75	60	76	57	72	75
Grade 8 ELA/Reading	2019	77	80	**75**	*	74	93	*	-	-	*	80	*	73	81	74	77
	2018	79	82	**82**	-	81	100	*	-	-	-	*	*	81	87	82	86
Grade 8 Mathematics	2019	82	90	**88**	*	89	80	*	-	-	-	68	*	87	93	88	85
	2018	81	85	**89**	-	89	92	*	-	-	-	83	*	91	76	90	90
End of Course Algebra I	2019	75	80	**89**	-	89	*	-	-	-	*	-	-	92	78	86	88
	2018	72	67	**83**	-	83	-	-	-	-	-	-	-	84	*	78	83
All Grades Both Subjects	2019	69	69	**63**	71	63	56	*	-	-	88	54	45	62	65	62	60
	2018	69	66	**64**	*	64	70	*	*	-	50	69	49	65	58	64	65
All Grades ELA/Reading	2019	68	69	**62**	75	62	50	*	-	-	*	54	50	61	67	62	61
	2018	69	67	**65**	*	64	78	*	*	-	*	75	47	65	65	65	66
All Grades Mathematics	2019	70	70	**64**	67	64	61	*	-	-	*	54	40	64	63	63	58
	2018	70	65	**63**	*	63	63	*	*	-	*	67	50	65	53	63	64

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**39%**	*	39%	20%	*	-	-	*	10%	37%	27%
	2018	38%	39%	**51%**	*	51%	*	-	-	-	-	*	51%	36%
Mathematics	2019	45%	49%	**52%**	*	51%	67%	*	-	-	-	29%	50%	34%
	2018	47%	48%	**53%**	*	53%	*	*	-	-	-	43%	51%	35%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	6%	**5%**	-	5%	-	*	-	-	-	0%	6%	9%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	35%	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**72%**	*	71%	86%	*	-	-	*	13%	69%	38%
Students Requiring Accelerated Instruction	2019	22%	26%	**28%**	*	29%	14%	*	-	-	*	87%	31%	62%
STAAR Cumulative Met Standard	2019	85%	84%	**83%**	*	83%	86%	*	-	-	*	27%	82%	56%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	79%	**79%**	*	79%	80%	*	-	-	-	47%	78%	58%
Students Requiring Accelerated Instruction	2019	18%	21%	**21%**	*	21%	20%	*	-	-	-	53%	22%	42%
STAAR Cumulative Met Standard	2019	88%	88%	**89%**	*	89%	100%	*	-	-	-	53%	89%	70%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 766
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**73%**	-	-	-	-	-	42%	-	42%	55%	42%	45%
	2018	77%	71%	**73%**	-	-	-	-	-	40%	-	40%	43%	40%	41%
At Meets Grade Level or Above	2019	50%	42%	**37%**	-	-	-	-	-	7%	-	7%	24%	7%	11%
	2018	48%	38%	**36%**	-	-	-	-	-	8%	-	8%	23%	8%	10%
At Masters Grade Level	2019	24%	17%	**14%**	-	-	-	-	-	2%	-	2%	8%	2%	3%
	2018	22%	13%	**13%**	-	-	-	-	-	1%	-	1%	7%	1%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**70%**	-	-	-	-	-	37%	-	37%	47%	37%	39%
	2018	74%	67%	**79%**	-	-	-	-	-	46%	-	46%	50%	46%	47%
At Meets Grade Level or Above	2019	48%	39%	**37%**	-	-	-	-	-	6%	-	6%	25%	6%	10%
	2018	46%	35%	**38%**	-	-	-	-	-	8%	-	8%	25%	8%	11%
At Masters Grade Level	2019	21%	13%	**15%**	-	-	-	-	-	2%	-	2%	8%	2%	3%
	2018	19%	11%	**14%**	-	-	-	-	-	2%	-	2%	8%	2%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**80%**	-	-	-	-	-	51%	-	51%	69%	51%	54%
	2018	81%	77%	**79%**	-	-	-	-	-	55%	-	55%	53%	55%	55%
At Meets Grade Level or Above	2019	52%	47%	**41%**	-	-	-	-	-	11%	-	11%	28%	11%	15%
	2018	50%	41%	**39%**	-	-	-	-	-	11%	-	11%	35%	11%	15%
At Masters Grade Level	2019	26%	22%	**16%**	-	-	-	-	-	1%	-	1%	14%	1%	4%
	2018	24%	16%	**13%**	-	-	-	-	-	0%	-	0%	12%	0%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**70%**	-	-	-	-	-	35%	-	35%	54%	35%	40%
	2018	66%	61%	**71%**	-	-	-	-	-	33%	-	33%	20%	33%	31%
At Meets Grade Level or Above	2019	38%	31%	**35%**	-	-	-	-	-	0%	-	0%	23%	0%	6%
	2018	41%	33%	**38%**	-	-	-	-	-	0%	-	0%	20%	0%	4%
At Masters Grade Level	2019	14%	10%	**8%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	13%	5%	**7%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**77%**	-	-	-	-	-	55%	-	55%	44%	55%	53%
	2018	80%	73%	**59%**	-	-	-	-	-	21%	-	21%	20%	21%	20%
At Meets Grade Level or Above	2019	54%	44%	**37%**	-	-	-	-	-	7%	-	7%	22%	7%	11%
	2018	51%	40%	**31%**	-	-	-	-	-	8%	-	8%	0%	8%	7%
At Masters Grade Level	2019	25%	16%	**13%**	-	-	-	-	-	3%	-	3%	0%	3%	3%
	2018	23%	13%	**16%**	-	-	-	-	-	3%	-	3%	0%	3%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**59%**	-	-	-	-	-	21%	-	21%	44%	21%	26%
	2018	78%	78%	**54%**	-	-	-	-	-	18%	-	18%	40%	18%	20%
At Meets Grade Level or Above	2019	55%	51%	**25%**	-	-	-	-	-	3%	-	3%	11%	3%	5%
	2018	53%	48%	**24%**	-	-	-	-	-	3%	-	3%	0%	3%	2%
At Masters Grade Level	2019	33%	27%	**12%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	31%	23%	**10%**	-	-	-	-	-	3%	-	3%	0%	3%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**63%**	-	-	-	-	-	49%	-	49%	56%	49%	50%
	2018	69%	66%	**64%**	-	-	-	-	-	60%	-	60%	67%	60%	61%
All Grades ELA/Reading	2019	68%	69%	**62%**	-	-	-	-	-	53%	-	53%	56%	53%	53%
	2018	69%	67%	**65%**	-	-	-	-	-	64%	-	64%	77%	64%	66%
All Grades Mathematics	2019	70%	70%	**64%**	-	-	-	-	-	45%	-	45%	57%	45%	47%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	65%	**63%**	-	-	-	-	-	59%	-	59%	59%	59%	59%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**39%**	-	-	-	-	-	29%	-	29%	17%	29%	27%
	2018	38%	39%	**51%**	-	-	-	-	-	36%	-	36%	*	36%	36%
Mathematics	2019	45%	49%	**52%**	-	-	-	-	-	34%	-	34%	36%	34%	34%
	2018	47%	48%	**53%**	-	-	-	-	-	38%	-	38%	*	38%	35%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 744
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	98%	100%	-	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	100%	92%	80%	60%	-	*	81%	86%	93%	83%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	5%	14%	0%	-	*	19%	10%	4%	6%
Other Exclusions	1%	2%	**3%**	0%	3%	5%	40%	-	*	0%	3%	3%	11%
Not Tested	1%	0%	**0%**	0%	0%	2%	0%	-	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	-	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	2%	0%	-	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	100%	95%	100%	100%	*	-	100%	100%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	4%	0%	0%	*	-	0%	0%	3%	6%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	*	-	0%	0%	1%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.2%**	95.3%	96.2%	95.1%	*	*	*	*	94.5%	96.0%	96.2%
2017-18	95.4%	95.9%	**96.1%**	93.8%	96.2%	95.4%	*	*	-	*	94.8%	96.0%	95.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
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Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	766	100.0%	11,195	5,479,173	766	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	248	32.4%	7.8%	7.7%	248	32.4%	7.8%	7.7%
Grade 7	268	35.0%	8.0%	7.7%	268	35.0%	8.0%	7.7%
Grade 8	250	32.6%	7.9%	7.5%	250	32.6%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	4	0.5%	0.3%	12.6%	4	0.5%	0.3%	12.6%
Hispanic	721	94.1%	95.1%	52.8%	721	94.1%	95.0%	52.8%
White	33	4.3%	3.5%	27.0%	33	4.3%	3.5%	27.0%
American Indian	3	0.4%	0.3%	0.4%	3	0.4%	0.3%	0.4%
Asian	1	0.1%	0.1%	4.6%	1	0.1%	0.1%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	3	0.4%	0.6%	2.5%	3	0.4%	0.6%	2.5%
Sex:								
Female	374	48.8%	48.8%	48.8%	374	48.8%	48.8%	48.8%
Male	392	51.2%	51.2%	51.2%	392	51.2%	51.2%	51.2%
Economically Disadvantaged	638	83.3%	86.3%	60.3%	638	83.3%	86.3%	60.2%
Non-Educationally Disadvantaged	128	16.7%	13.7%	39.7%	128	16.7%	13.7%	39.8%
Section 504 Students	20	2.6%	2.3%	6.9%	20	2.6%	2.4%	6.9%
English Learners (EL)	267	34.9%	39.3%	20.3%	267	34.9%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	14	1.7%	1.2%	1.5%				
Students w/ Dyslexia	5	0.7%	0.7%	4.1%	5	0.7%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	14	1.8%	1.4%	1.4%	14	1.8%	1.4%	1.4%
Immigrant	7	0.9%	1.2%	2.3%	7	0.9%	1.2%	2.3%
Migrant	6	0.8%	0.4%	0.3%	6	0.8%	0.4%	0.3%
Title I	766	100.0%	100.0%	65.1%	766	100.0%	100.0%	65.1%
Military Connected	41	5.4%	2.5%	1.9%	41	5.4%	2.5%	1.9%
At-Risk	453	59.1%	62.4%	50.6%	453	59.1%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	216	28.2%	34.6%	20.6%	216	28.2%	34.6%	20.6%
Career & Technical Education	119	15.5%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	30	3.9%	4.5%	8.1%	30	3.9%	4.5%	8.1%
Special Education	81	10.6%	10.0%	10.5%	81	10.6%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	81							
By Type of Primary Disability								
Students with Intellectual Disabilities	57	70.4%	54.8%	42.4%				
Students with Physical Disabilities	*	*	20.1%	21.4%				
Students with Autism	*	*	8.0%	13.8%				
Students with Behavioral Disabilities	18	22.2%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	120	14.8%	12.6%	15.3%				
By Ethnicity:								
African American	1	0.1%						
Hispanic	107	13.2%						
White	11	1.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	1	0.1%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	64	12.6%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	1.2%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	19.8	17.6	20.4
Secondary:			
English/Language Arts	17.9	16.6	16.4
Foreign Languages	27.1	21.3	18.7
Mathematics	18.4	16.9	17.8
Science	21.6	18.0	18.8
Social Studies	21.9	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	62.4	100.0%	100.0%	100.0%
Professional Staff:	51.9	83.2%	60.3%	63.7%
Teachers	42.9	68.8%	45.9%	49.4%
Professional Support	5.0	8.0%	9.0%	10.2%
Campus Administration (School Leadership)	4.0	6.4%	2.7%	3.0%
Educational Aides:	10.5	16.8%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	56.4	90.4%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	38.9	90.7%	92.2%	28.1%
White	4.0	9.3%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	13.0	30.3%	30.6%	23.8%
Females	29.9	69.7%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	30.9	72.1%	70.3%	73.4%
Masters	12.0	27.9%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.4	5.5%	5.4%	7.4%
1-5 Years Experience	19.6	45.6%	31.1%	27.9%
6-10 Years Experience	6.0	14.0%	19.7%	19.4%
11-20 Years Experience	14.0	32.6%	32.7%	29.4%
Over 20 Years Experience	1.0	2.3%	11.1%	15.9%
Number of Students per Teacher	17.8	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.2	6.2
Average Years Experience of Principals with District	3.5	4.3	5.3
Average Years Experience of Assistant Principals	8.5	4.8	5.3
Average Years Experience of Assistant Principals with District	8.5	4.1	4.7
Average Years Experience of Teachers:	7.2	10.3	11.1
Average Years Experience of Teachers with District:	5.5	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,526	$51,813	$49,868
1-5 Years Experience	$50,511	$52,889	$52,823
6-10 Years Experience	$54,799	$54,748	$55,756
11-20 Years Experience	$57,294	$58,129	$59,308
Over 20 Years Experience	$63,353	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$53,732	$56,342	$57,091
Professional Support	$62,701	$68,378	$67,352
Campus Administration (School Leadership)	$87,946	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: HORIZON MIDDLE
Campus Number: 071901044

Total Students: 766
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.4	3.3%	19.3%	6.5%
Career & Technical Education	0.7	1.7%	4.6%	5.0%
Compensatory Education	0.0	0.0%	2.0%	2.8%
Gifted & Talented Education	0.4	0.9%	0.3%	1.9%
Regular Education	36.9	85.9%	62.5%	70.9%
Special Education	3.5	8.2%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **RICARDO ESTRADA MIDDLE**

Campus Number: **071901045**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	53%	**50%**	-	49%	*	*	-	-	-	7%	33%	53%	37%	48%	47%
	2018	69%	63%	**64%**	-	64%	*	-	-	-	-	24%	20%	67%	53%	61%	60%
At Meets Grade Level or Above	2019	37%	23%	**22%**	-	22%	*	*	-	-	-	0%	11%	23%	18%	21%	20%
	2018	39%	31%	**32%**	-	32%	*	-	-	-	-	24%	0%	35%	18%	29%	29%
At Masters Grade Level	2019	18%	9%	**9%**	-	8%	*	*	-	-	-	0%	0%	11%	0%	9%	8%
	2018	19%	11%	**10%**	-	10%	*	-	-	-	-	0%	0%	12%	4%	9%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	68%	**75%**	-	75%	*	*	-	-	-	36%	78%	76%	73%	75%	76%
	2018	77%	71%	**83%**	-	83%	*	-	-	-	-	32%	60%	84%	78%	82%	80%
At Meets Grade Level or Above	2019	47%	28%	**34%**	-	34%	*	*	-	-	-	21%	11%	37%	25%	34%	31%
	2018	44%	37%	**50%**	-	50%	*	-	-	-	-	18%	20%	52%	45%	47%	47%
At Masters Grade Level	2019	21%	8%	**11%**	-	11%	*	*	-	-	-	0%	0%	13%	6%	12%	12%
	2018	18%	11%	**17%**	-	17%	*	-	-	-	-	9%	0%	19%	10%	17%	18%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**71%**	-	71%	*	-	-	-	-	37%	*	74%	63%	72%	65%
	2018	74%	72%	**71%**	-	71%	*	-	-	-	-	50%	100%	69%	80%	69%	66%
At Meets Grade Level or Above	2019	49%	41%	**39%**	-	39%	*	-	-	-	-	26%	*	43%	26%	38%	35%
	2018	48%	36%	**36%**	-	36%	*	-	-	-	-	43%	33%	37%	34%	33%	31%
At Masters Grade Level	2019	29%	21%	**22%**	-	22%	*	-	-	-	-	7%	*	26%	9%	20%	20%
	2018	29%	17%	**18%**	-	18%	*	-	-	-	-	14%	33%	17%	20%	15%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**80%**	-	80%	*	-	-	-	-	41%	*	83%	72%	80%	76%
	2018	72%	71%	**71%**	-	71%	*	-	-	-	*	40%	67%	72%	65%	69%	71%
At Meets Grade Level or Above	2019	43%	39%	**47%**	-	47%	*	-	-	-	-	33%	*	49%	40%	46%	43%
	2018	40%	33%	**28%**	-	29%	*	-	-	-	*	30%	17%	29%	25%	26%	29%
At Masters Grade Level	2019	17%	13%	**15%**	-	14%	*	-	-	-	-	4%	*	17%	7%	15%	15%
	2018	18%	12%	**8%**	-	8%	*	-	-	-	*	15%	0%	9%	4%	7%	9%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	66%	**70%**	-	70%	*	-	-	-	-	26%	*	75%	54%	70%	65%
	2018	69%	64%	**68%**	-	69%	*	-	-	-	*	37%	67%	70%	62%	67%	64%
At Meets Grade Level or Above	2019	42%	34%	**45%**	-	45%	*	-	-	-	-	22%	*	48%	33%	44%	38%
	2018	43%	33%	**36%**	-	36%	*	-	-	-	*	37%	50%	36%	36%	34%	30%
At Masters Grade Level	2019	18%	12%	**20%**	-	20%	*	-	-	-	-	4%	*	22%	11%	20%	16%
	2018	15%	7%	**12%**	-	12%	*	-	-	-	*	11%	17%	11%	16%	12%	11%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	**84%**	-	84%	*	-	-	-	*	35%	*	86%	78%	81%	75%
	2018	86%	88%	**88%**	-	87%	*	-	-	-	-	44%	*	88%	84%	87%	84%
At Meets Grade Level or Above	2019	55%	48%	**48%**	-	47%	*	-	-	-	*	29%	*	50%	42%	43%	35%
	2018	49%	41%	**42%**	-	42%	*	-	-	-	-	0%	*	46%	22%	41%	26%
At Masters Grade Level	2019	28%	18%	**19%**	-	18%	*	-	-	-	*	6%	*	21%	13%	17%	11%
	2018	27%	18%	**17%**	-	17%	*	-	-	-	-	0%	*	18%	9%	13%	5%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**93%**	-	94%	-	-	-	-	*	63%	*	94%	92%	93%	93%
	2018	86%	89%	**90%**	-	90%	*	-	-	-	-	43%	*	92%	83%	91%	91%
At Meets Grade Level or Above	2019	57%	46%	**56%**	-	57%	-	-	-	-	*	31%	*	59%	49%	55%	51%
	2018	51%	35%	**34%**	-	33%	*	-	-	-	-	14%	*	35%	26%	34%	26%
At Masters Grade Level	2019	17%	7%	**9%**	-	9%	-	-	-	-	*	13%	*	11%	3%	8%	7%
	2018	15%	5%	**5%**	-	5%	*	-	-	-	-	0%	*	6%	0%	5%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	**79%**	-	80%	*	-	-	-	*	41%	*	82%	72%	79%	70%
	2018	76%	71%	**77%**	-	76%	*	-	-	-	-	25%	*	79%	67%	76%	68%
At Meets Grade Level or Above	2019	51%	44%	**49%**	-	49%	*	-	-	-	*	29%	*	49%	48%	47%	34%
	2018	52%	43%	**54%**	-	53%	*	-	-	-	-	8%	*	56%	44%	51%	37%
At Masters Grade Level	2019	25%	17%	**22%**	-	22%	*	-	-	-	*	12%	*	23%	20%	21%	12%
	2018	28%	21%	**27%**	-	27%	*	-	-	-	-	0%	*	31%	11%	25%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	**78%**	-	78%	*	-	-	-	*	41%	*	78%	76%	75%	68%
	2018	65%	66%	**70%**	-	70%	*	-	-	-	-	8%	*	72%	64%	69%	57%
At Meets Grade Level or Above	2019	37%	34%	**46%**	-	45%	*	-	-	-	*	29%	*	47%	41%	43%	32%
	2018	36%	30%	**35%**	-	35%	*	-	-	-	-	0%	*	38%	22%	32%	23%
At Masters Grade Level	2019	21%	18%	**29%**	-	28%	*	-	-	-	*	6%	*	30%	24%	29%	16%
	2018	21%	15%	**17%**	-	18%	*	-	-	-	-	0%	*	20%	6%	13%	11%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	*	-	-	-	-	*	*	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	63%	**98%**	-	98%	*	-	-	-	-	*	*	97%	100%	99%	95%
	2018	55%	48%	**97%**	-	97%	-	-	-	-	-	-	-	96%	100%	96%	100%
At Masters Grade Level	2019	37%	36%	**76%**	-	76%	*	-	-	-	-	*	*	76%	75%	79%	65%
	2018	32%	23%	**77%**	-	77%	-	-	-	-	-	-	-	76%	80%	76%	82%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**76%**	-	76%	83%	*	-	-	*	37%	73%	78%	69%	75%	70%
	2018	77%	71%	**76%**	-	76%	90%	-	-	-	*	33%	56%	77%	70%	75%	71%
At Meets Grade Level or Above	2019	50%	42%	**44%**	-	44%	52%	*	-	-	*	26%	30%	47%	38%	43%	36%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	48%	38%	**41%**	-	40%	57%	-	-	-	*	22%	19%	42%	33%	38%	33%
At Masters Grade Level	2019	24%	17%	**20%**	-	20%	39%	*	-	-	*	6%	13%	22%	13%	19%	15%
	2018	22%	13%	**17%**	-	17%	29%	-	-	-	*	7%	8%	18%	11%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**68%**	-	68%	75%	*	-	-	*	29%	53%	71%	60%	67%	61%
	2018	74%	67%	**74%**	-	74%	86%	-	-	-	-	38%	54%	74%	71%	72%	68%
At Meets Grade Level or Above	2019	48%	39%	**36%**	-	36%	38%	*	-	-	*	21%	27%	38%	29%	34%	29%
	2018	46%	35%	**37%**	-	37%	43%	-	-	-	-	25%	15%	39%	25%	34%	29%
At Masters Grade Level	2019	21%	13%	**16%**	-	16%	38%	*	-	-	*	5%	20%	19%	7%	15%	13%
	2018	19%	11%	**15%**	-	15%	43%	-	-	-	-	5%	15%	16%	12%	12%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**84%**	-	84%	88%	*	-	-	*	47%	80%	85%	80%	83%	81%
	2018	81%	77%	**82%**	-	82%	100%	-	-	-	*	37%	69%	83%	76%	81%	80%
At Meets Grade Level or Above	2019	52%	47%	**51%**	-	51%	63%	*	-	-	*	31%	27%	53%	44%	50%	45%
	2018	50%	41%	**44%**	-	43%	57%	-	-	-	*	22%	15%	45%	39%	41%	39%
At Masters Grade Level	2019	26%	22%	**20%**	-	20%	38%	*	-	-	*	7%	13%	22%	12%	20%	16%
	2018	24%	16%	**17%**	-	17%	14%	-	-	-	*	10%	0%	18%	11%	16%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**70%**	-	70%	*	-	-	-	-	26%	*	75%	54%	70%	65%
	2018	66%	61%	**68%**	-	69%	*	-	-	-	*	37%	67%	70%	62%	67%	64%
At Meets Grade Level or Above	2019	38%	31%	**45%**	-	45%	*	-	-	-	-	22%	*	48%	33%	44%	38%
	2018	41%	33%	**36%**	-	36%	*	-	-	-	*	37%	50%	36%	36%	34%	30%
At Masters Grade Level	2019	14%	10%	**20%**	-	20%	*	-	-	-	-	4%	*	22%	11%	20%	16%
	2018	13%	5%	**12%**	-	12%	*	-	-	-	*	11%	17%	11%	16%	12%	11%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**79%**	-	80%	*	-	-	-	*	41%	*	82%	72%	79%	70%
	2018	80%	73%	**77%**	-	76%	*	-	-	-	-	25%	*	79%	67%	76%	68%
At Meets Grade Level or Above	2019	54%	44%	**49%**	-	49%	*	-	-	-	*	29%	*	49%	48%	47%	34%
	2018	51%	40%	**54%**	-	53%	*	-	-	-	-	8%	*	56%	44%	51%	37%
At Masters Grade Level	2019	25%	16%	**22%**	-	22%	*	-	-	-	*	12%	*	23%	20%	21%	12%
	2018	23%	13%	**27%**	-	27%	*	-	-	-	-	0%	*	31%	11%	25%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**78%**	-	78%	*	-	-	-	*	41%	*	78%	76%	75%	68%
	2018	78%	78%	**70%**	-	70%	*	-	-	-	-	8%	*	72%	64%	69%	57%
At Meets Grade Level or Above	2019	55%	51%	**46%**	-	45%	*	-	-	-	*	29%	*	47%	41%	43%	32%
	2018	53%	48%	**35%**	-	35%	*	-	-	-	-	0%	*	38%	22%	32%	23%
At Masters Grade Level	2019	33%	27%	**29%**	-	28%	*	-	-	-	*	6%	*	30%	24%	29%	16%
	2018	31%	23%	**17%**	-	18%	*	-	-	-	-	0%	*	20%	6%	13%	11%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	36	**32**	-	32	*	*	-	-	-	12	6	33	28	31	32
	2018	47	39	**43**	-	42	*	-	-	-	-	35	10	44	36	42	43
Grade 6 Mathematics	2019	54	35	**50**	-	50	*	*	-	-	-	29	39	50	48	50	49
	2018	56	42	**69**	-	69	*	-	-	-	-	52	10	72	57	69	69
Grade 7 ELA/Reading	2019	77	79	**81**	-	81	*	-	-	-	-	76	*	81	81	81	81
	2018	76	77	**78**	-	79	*	-	-	-	-	62	83	77	86	77	78
Grade 7 Mathematics	2019	62	63	**57**	-	57	*	-	-	-	-	37	*	58	54	55	58
	2018	67	66	**50**	-	51	*	-	-	-	*	29	33	50	52	50	52
Grade 8 ELA/Reading	2019	77	80	**79**	-	79	*	-	-	-	*	59	*	81	73	79	79
	2018	79	82	**85**	-	85	*	-	-	-	-	81	*	85	87	84	82
Grade 8 Mathematics	2019	82	90	**93**	-	93	-	-	-	-	*	69	*	92	96	94	93
	2018	81	85	**89**	-	89	*	-	-	-	-	86	*	90	87	90	95
End of Course Algebra I	2019	75	80	**98**	-	98	*	-	-	-	-	*	*	98	100	98	96
	2018	72	67	**97**	-	97	-	-	-	-	-	-	-	96	100	96	98
All Grades Both Subjects	2019	69	69	**66**	-	66	69	*	-	-	*	50	45	66	65	65	64
	2018	69	66	**69**	-	69	58	-	-	-	*	51	42	69	66	68	68
All Grades ELA/Reading	2019	68	69	**64**	-	64	56	*	-	-	*	55	33	65	62	64	62
	2018	69	67	**68**	-	68	67	-	-	-	-	54	50	68	68	67	66
All Grades Mathematics	2019	70	70	**67**	-	67	81	*	-	-	*	45	57	67	67	66	65
	2018	70	65	**69**	-	70	50	-	-	-	*	48	35	70	64	69	69

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**38%**	-	38%	*	-	-	-	*	8%	37%	26%
	2018	38%	39%	**41%**	-	41%	-	-	-	-	-	*	40%	30%
Mathematics	2019	45%	49%	**57%**	-	58%	*	-	-	-	*	18%	56%	49%
	2018	47%	48%	**59%**	-	59%	*	-	-	-	*	*	59%	51%
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	6%	**7%**	-	7%	*	-	-	-	-	*	5%	3%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	35%	**45%**	-	44%	*	-	-	-	-	*	49%	47%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**74%**	-	74%	*	-	-	-	*	15%	71%	37%
Students Requiring Accelerated Instruction	2019	22%	26%	**26%**	-	26%	*	-	-	-	*	85%	29%	63%
STAAR Cumulative Met Standard	2019	85%	84%	**83%**	-	83%	*	-	-	-	*	15%	80%	51%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	100%	**100%**	-	100%	-	-	-	-	-	-	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	79%	**86%**	-	87%	-	-	-	-	*	17%	85%	75%
Students Requiring Accelerated Instruction	2019	18%	21%	**14%**	-	13%	-	-	-	-	*	83%	15%	25%
STAAR Cumulative Met Standard	2019	88%	88%	**93%**	-	94%	-	-	-	-	*	50%	93%	89%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	100%	*	-	*	-	-	-	-	-	-	*	*

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 743
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**76%**	-	-	-	-	-	48%	-	48%	62%	48%	50%
	2018	77%	71%	**76%**	-	-	-	-	-	44%	-	44%	53%	44%	45%
At Meets Grade Level or Above	2019	50%	42%	**44%**	-	-	-	-	-	15%	-	15%	27%	15%	16%
	2018	48%	38%	**41%**	-	-	-	-	-	9%	-	9%	21%	9%	10%
At Masters Grade Level	2019	24%	17%	**20%**	-	-	-	-	-	4%	-	4%	10%	4%	5%
	2018	22%	13%	**17%**	-	-	-	-	-	1%	-	1%	5%	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**68%**	-	-	-	-	-	37%	-	37%	47%	37%	38%
	2018	74%	67%	**74%**	-	-	-	-	-	36%	-	36%	54%	36%	38%
At Meets Grade Level or Above	2019	48%	39%	**36%**	-	-	-	-	-	8%	-	8%	17%	8%	9%
	2018	46%	35%	**37%**	-	-	-	-	-	5%	-	5%	23%	5%	6%
At Masters Grade Level	2019	21%	13%	**16%**	-	-	-	-	-	2%	-	2%	3%	2%	2%
	2018	19%	11%	**15%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**84%**	-	-	-	-	-	66%	-	66%	77%	66%	67%
	2018	81%	77%	**82%**	-	-	-	-	-	64%	-	64%	64%	64%	64%
At Meets Grade Level or Above	2019	52%	47%	**51%**	-	-	-	-	-	22%	-	22%	33%	22%	24%
	2018	50%	41%	**44%**	-	-	-	-	-	17%	-	17%	36%	17%	19%
At Masters Grade Level	2019	26%	22%	**20%**	-	-	-	-	-	4%	-	4%	13%	4%	5%
	2018	24%	16%	**17%**	-	-	-	-	-	2%	-	2%	14%	2%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**70%**	-	-	-	-	-	35%	-	35%	50%	35%	36%
	2018	66%	61%	**68%**	-	-	-	-	-	17%	-	17%	40%	17%	19%
At Meets Grade Level or Above	2019	38%	31%	**45%**	-	-	-	-	-	12%	-	12%	25%	12%	13%
	2018	41%	33%	**36%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
At Masters Grade Level	2019	14%	10%	**20%**	-	-	-	-	-	4%	-	4%	0%	4%	4%
	2018	13%	5%	**12%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**79%**	-	-	-	-	-	50%	-	50%	60%	50%	51%
	2018	80%	73%	**77%**	-	-	-	-	-	42%	-	42%	*	42%	41%
At Meets Grade Level or Above	2019	54%	44%	**49%**	-	-	-	-	-	16%	-	16%	40%	16%	18%
	2018	51%	40%	**54%**	-	-	-	-	-	9%	-	9%	*	9%	9%
At Masters Grade Level	2019	25%	16%	**22%**	-	-	-	-	-	5%	-	5%	20%	5%	6%
	2018	23%	13%	**27%**	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**78%**	-	-	-	-	-	42%	-	42%	80%	42%	45%
	2018	78%	78%	**70%**	-	-	-	-	-	28%	-	28%	*	28%	28%
At Meets Grade Level or Above	2019	55%	51%	**46%**	-	-	-	-	-	15%	-	15%	40%	15%	16%
	2018	53%	48%	**35%**	-	-	-	-	-	2%	-	2%	*	2%	2%
At Masters Grade Level	2019	33%	27%	**29%**	-	-	-	-	-	8%	-	8%	40%	8%	10%
	2018	31%	23%	**17%**	-	-	-	-	-	2%	-	2%	*	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**66%**	-	-	-	-	-	56%	-	56%	61%	56%	57%
	2018	69%	66%	**69%**	-	-	-	-	-	64%	-	64%	67%	64%	64%
All Grades ELA/Reading	2019	68%	69%	**64%**	-	-	-	-	-	57%	-	57%	52%	57%	57%
	2018	69%	67%	**68%**	-	-	-	-	-	61%	-	61%	69%	61%	62%
All Grades Mathematics	2019	70%	70%	**67%**	-	-	-	-	-	55%	-	55%	71%	55%	56%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 743
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	65%	**69%**	-	-	-	-	-	66%	-	66%	64%	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**38%**	-	-	-	-	-	26%	-	26%	31%	26%	26%
	2018	38%	39%	**41%**	-	-	-	-	-	29%	-	29%	*	29%	30%
Mathematics	2019	45%	49%	**57%**	-	-	-	-	-	49%	-	49%	43%	49%	49%
	2018	47%	48%	**59%**	-	-	-	-	-	54%	-	54%	*	54%	51%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 741
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**96%**	-	96%	79%	*	-	-	*	94%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	**3%**	-	3%	14%	*	-	-	*	3%	3%	4%
Other Exclusions	1%	2%	**1%**	-	1%	7%	*	-	-	*	3%	1%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	98%	100%	100%
Included in Accountability	94%	95%	**95%**	-	95%	72%	-	-	-	*	92%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**3%**	-	3%	28%	-	-	-	*	6%	4%	5%
Other Exclusions	1%	1%	**1%**	-	1%	0%	-	-	-	*	0%	1%	4%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	2%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	2%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.5%**	-	96.4%	97.1%	*	-	-	*	94.6%	96.4%	96.2%
2017-18	95.4%	95.9%	**96.5%**	-	96.4%	97.6%	*	-	-	*	94.2%	96.4%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	**0.2%**	-	0.2%	0.0%	*	-	-	*	0.0%	0.2%	0.0%
2017-18	0.4%	0.1%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
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Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
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Total Students: 743
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Total Students: 743
Grade Span: 06 - 08
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	743	100.0%	11,195	5,479,173	743	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	5.3%	4.5%	0	0.0%	5.3%	4.5%
Kindergarten	0	0.0%	6.3%	7.0%	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	248	33.4%	7.8%	7.7%	248	33.4%	7.8%	7.7%
Grade 7	237	31.9%	8.0%	7.7%	237	31.9%	8.0%	7.7%
Grade 8	258	34.7%	7.9%	7.5%	258	34.7%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	2	0.3%	0.3%	12.6%	2	0.3%	0.3%	12.6%
Hispanic	687	92.5%	95.1%	52.8%	687	92.5%	95.0%	52.8%
White	46	6.2%	3.5%	27.0%	46	6.2%	3.5%	27.0%
American Indian	5	0.7%	0.3%	0.4%	5	0.7%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	0.4%	0.6%	2.5%	3	0.4%	0.6%	2.5%
Sex:								
Female	348	46.8%	48.8%	48.8%	348	46.8%	48.8%	48.8%
Male	395	53.2%	51.2%	51.2%	395	53.2%	51.2%	51.2%
Economically Disadvantaged	661	89.0%	86.3%	60.3%	661	89.0%	86.3%	60.2%
Non-Educationally Disadvantaged	82	11.0%	13.7%	39.7%	82	11.0%	13.7%	39.8%
Section 504 Students	19	2.6%	2.3%	6.9%	19	2.6%	2.4%	6.9%
English Learners (EL)	314	42.3%	39.3%	20.3%	314	42.3%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	7	0.9%	1.2%	1.5%				
Students w/ Dyslexia	3	0.4%	0.7%	4.1%	3	0.4%	0.7%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	8	1.1%	1.4%	1.4%	8	1.1%	1.4%	1.4%
Immigrant	6	0.8%	1.2%	2.3%	6	0.8%	1.2%	2.3%
Migrant	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Title I	743	100.0%	100.0%	65.1%	743	100.0%	100.0%	65.1%
Military Connected	10	1.3%	2.5%	1.9%	10	1.3%	2.5%	1.9%
At-Risk	434	58.4%	62.4%	50.6%	434	58.4%	62.5%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	270	36.3%	34.6%	20.6%	270	36.3%	34.6%	20.6%
Career & Technical Education	150	20.2%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	31	4.2%	4.5%	8.1%	31	4.2%	4.5%	8.1%
Special Education	79	10.6%	10.0%	10.5%	79	10.6%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	53	67.1%	54.8%	42.4%				
Students with Physical Disabilities	8	10.1%	20.1%	21.4%				
Students with Autism	8	10.1%	8.0%	13.8%				
Students with Behavioral Disabilities	10	12.7%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	74	9.4%	12.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	67	8.5%						
White	7	0.9%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	52	10.5%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	1.3%	4.9%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.1%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	1.2%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.3	19.0
Grade 1	-	19.9	18.9
Grade 2	-	19.3	18.8
Grade 3	-	19.4	19.0
Grade 4	-	23.5	19.2
Grade 5	-	19.7	20.9
Grade 6	19.7	17.6	20.4
Secondary:			
English/Language Arts	21.3	16.6	16.4
Foreign Languages	23.6	21.3	18.7
Mathematics	18.7	16.9	17.8
Science	20.1	18.0	18.8
Social Studies	20.0	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	62.5	100.0%	100.0%	100.0%
Professional Staff:	53.0	84.8%	60.3%	63.7%
Teachers	44.7	71.5%	45.9%	49.4%
Professional Support	5.3	8.5%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	4.8%	2.7%	3.0%
Educational Aides:	9.5	15.2%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	58.4	93.5%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.5%	0.6%	10.8%
Hispanic	39.6	88.6%	92.2%	28.1%
White	3.1	6.9%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	18.4	41.1%	30.6%	23.8%
Females	26.3	58.9%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	35.5	79.5%	70.3%	73.4%
Masters	9.2	20.5%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.6	10.4%	5.4%	7.4%
1-5 Years Experience	12.4	27.8%	31.1%	27.9%
6-10 Years Experience	8.1	18.1%	19.7%	19.4%
11-20 Years Experience	14.5	32.3%	32.7%	29.4%
Over 20 Years Experience	5.1	11.4%	11.1%	15.9%
Number of Students per Teacher	16.6	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.2	6.2
Average Years Experience of Principals with District	4.0	4.3	5.3
Average Years Experience of Assistant Principals	7.0	4.8	5.3
Average Years Experience of Assistant Principals with District	3.5	4.1	4.7
Average Years Experience of Teachers:	9.7	10.3	11.1
Average Years Experience of Teachers with District:	6.7	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,313	$51,813	$49,868
1-5 Years Experience	$52,794	$52,889	$52,823
6-10 Years Experience	$54,254	$54,748	$55,756
11-20 Years Experience	$57,477	$58,129	$59,308
Over 20 Years Experience	$64,049	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,908	$56,342	$57,091
Professional Support	$62,720	$68,378	$67,352
Campus Administration (School Leadership)	$84,647	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: RICARDO ESTRADA MIDDLE
Campus Number: 071901045

Total Students: 743
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	4.7%	19.3%	6.5%
Career & Technical Education	1.0	2.2%	4.6%	5.0%
Compensatory Education	1.4	3.1%	2.0%	2.8%
Gifted & Talented Education	0.3	0.7%	0.3%	1.9%
Regular Education	33.2	74.4%	62.5%	70.9%
Special Education	6.7	14.9%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **WM DAVID SURRATT EL**

Campus Number: **071901101**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**61%**	-	61%	*	-	-	-	*	10%	*	61%	64%	59%	54%
	2018	77%	70%	**76%**	-	76%	*	-	-	-	-	38%	*	75%	79%	73%	69%
At Meets Grade Level or Above	2019	45%	36%	**30%**	-	29%	*	-	-	-	*	10%	*	31%	27%	28%	25%
	2018	43%	31%	**35%**	-	35%	*	-	-	-	-	0%	*	37%	31%	31%	28%
At Masters Grade Level	2019	27%	20%	**13%**	-	12%	*	-	-	-	*	0%	*	13%	14%	11%	6%
	2018	25%	13%	**15%**	-	14%	*	-	-	-	-	0%	*	15%	13%	14%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**74%**	-	73%	*	-	-	-	*	20%	*	75%	73%	73%	69%
	2018	78%	71%	**68%**	-	68%	*	-	-	-	-	36%	*	66%	74%	65%	62%
At Meets Grade Level or Above	2019	49%	46%	**41%**	-	41%	*	-	-	-	*	20%	*	43%	32%	40%	33%
	2018	47%	41%	**39%**	-	38%	*	-	-	-	-	18%	*	37%	43%	36%	33%
At Masters Grade Level	2019	25%	21%	**16%**	-	16%	*	-	-	-	*	10%	*	18%	9%	16%	12%
	2018	23%	19%	**17%**	-	17%	*	-	-	-	-	9%	*	19%	14%	16%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	67%	**68%**	-	67%	*	-	-	-	-	27%	*	66%	70%	62%	61%
	2018	73%	62%	**64%**	-	67%	*	-	-	-	*	38%	*	66%	60%	64%	63%
At Meets Grade Level or Above	2019	44%	35%	**31%**	-	31%	*	-	-	-	-	20%	*	31%	31%	28%	20%
	2018	46%	34%	**33%**	-	33%	*	-	-	-	*	13%	*	36%	20%	30%	31%
At Masters Grade Level	2019	22%	15%	**13%**	-	13%	*	-	-	-	-	7%	*	13%	13%	12%	9%
	2018	24%	13%	**13%**	-	13%	*	-	-	-	*	6%	*	14%	10%	12%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**69%**	-	69%	*	-	-	-	-	27%	*	72%	65%	66%	61%
	2018	78%	70%	**63%**	-	62%	*	-	-	-	*	41%	100%	66%	50%	61%	60%
At Meets Grade Level or Above	2019	48%	45%	**44%**	-	43%	*	-	-	-	-	20%	*	46%	39%	40%	39%
	2018	49%	37%	**30%**	-	29%	*	-	-	-	*	24%	40%	31%	25%	28%	31%
At Masters Grade Level	2019	28%	24%	**21%**	-	22%	*	-	-	-	-	7%	*	21%	22%	20%	17%
	2018	27%	17%	**11%**	-	10%	*	-	-	-	*	12%	0%	10%	11%	10%	10%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**69%**	-	69%	*	-	-	-	-	20%	*	69%	69%	64%	65%
	2018	63%	58%	**52%**	-	51%	*	-	-	-	*	24%	*	54%	45%	52%	55%
At Meets Grade Level or Above	2019	35%	29%	**33%**	-	32%	*	-	-	-	-	13%	*	33%	31%	29%	34%
	2018	39%	33%	**33%**	-	33%	*	-	-	-	*	18%	*	37%	18%	31%	34%
At Masters Grade Level	2019	11%	7%	**14%**	-	13%	*	-	-	-	-	7%	*	14%	13%	11%	16%
	2018	11%	4%	**5%**	-	6%	*	-	-	-	*	0%	*	7%	0%	5%	3%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**78%**	-	78%	80%	-	-	-	*	23%	86%	80%	72%	78%	70%
	2018	84%	73%	**75%**	-	75%	*	-	-	-	-	29%	*	75%	74%	72%	61%
At Meets Grade Level or Above	2019	54%	40%	**36%**	-	36%	20%	-	-	-	*	8%	43%	38%	31%	35%	30%
	2018	54%	38%	**43%**	-	43%	*	-	-	-	-	0%	*	44%	38%	43%	32%
At Masters Grade Level	2019	29%	17%	**16%**	-	17%	0%	-	-	-	*	0%	29%	18%	10%	15%	14%
	2018	26%	14%	**16%**	-	17%	*	-	-	-	-	0%	*	18%	12%	14%	12%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**86%**	-	86%	80%	-	-	-	*	54%	86%	89%	77%	85%	82%
	2018	91%	87%	**88%**	-	89%	*	-	-	-	-	40%	*	86%	94%	87%	85%
At Meets Grade Level or Above	2019	58%	57%	**50%**	-	50%	60%	-	-	-	*	15%	86%	52%	46%	50%	51%
	2018	58%	51%	**54%**	-	54%	*	-	-	-	-	0%	*	55%	49%	50%	47%
At Masters Grade Level	2019	36%	35%	**28%**	-	29%	20%	-	-	-	*	8%	71%	31%	18%	27%	27%
	2018	30%	22%	**26%**	-	26%	*	-	-	-	-	0%	*	27%	23%	25%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	**66%**	-	65%	100%	-	-	-	*	8%	71%	67%	62%	64%	58%
	2018	76%	65%	**58%**	-	58%	*	-	-	-	-	9%	*	60%	50%	56%	47%
At Meets Grade Level or Above	2019	49%	39%	**35%**	-	35%	40%	-	-	-	*	0%	43%	34%	38%	31%	23%
	2018	41%	31%	**24%**	-	24%	*	-	-	-	-	0%	*	29%	10%	23%	15%
At Masters Grade Level	2019	24%	17%	**16%**	-	17%	0%	-	-	-	*	0%	29%	16%	15%	14%	11%
	2018	17%	9%	**9%**	-	9%	*	-	-	-	-	0%	*	11%	3%	9%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**72%**	-	71%	88%	-	-	-	100%	24%	79%	73%	69%	69%	65%
	2018	77%	71%	**68%**	-	68%	68%	-	-	-	58%	32%	93%	68%	66%	66%	62%
At Meets Grade Level or Above	2019	50%	42%	**38%**	-	37%	50%	-	-	-	80%	13%	47%	39%	35%	35%	32%
	2018	48%	38%	**36%**	-	36%	41%	-	-	-	33%	11%	59%	38%	29%	34%	31%
At Masters Grade Level	2019	24%	17%	**17%**	-	17%	9%	-	-	-	40%	5%	24%	18%	15%	16%	14%
	2018	22%	13%	**14%**	-	14%	14%	-	-	-	17%	4%	19%	15%	11%	13%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**69%**	-	69%	83%	-	-	-	*	21%	79%	69%	70%	67%	62%
	2018	74%	67%	**72%**	-	73%	63%	-	-	-	*	35%	90%	72%	72%	70%	64%
At Meets Grade Level or Above	2019	48%	39%	**33%**	-	32%	50%	-	-	-	*	13%	36%	33%	30%	30%	25%
	2018	46%	35%	**37%**	-	37%	38%	-	-	-	*	6%	50%	40%	30%	35%	31%
At Masters Grade Level	2019	21%	13%	**14%**	-	14%	8%	-	-	-	*	3%	14%	15%	12%	13%	10%
	2018	19%	11%	**15%**	-	15%	13%	-	-	-	*	3%	10%	16%	12%	13%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**77%**	-	76%	92%	-	-	-	*	34%	79%	79%	70%	75%	71%
	2018	81%	77%	**73%**	-	72%	78%	-	-	-	*	39%	100%	73%	73%	71%	68%
At Meets Grade Level or Above	2019	52%	47%	**45%**	-	45%	58%	-	-	-	*	18%	57%	47%	40%	44%	41%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	41%	**40%**	-	40%	44%	-	-	-	*	16%	55%	41%	39%	38%	36%
At Masters Grade Level	2019	26%	22%	**22%**	-	22%	8%	-	-	-	*	8%	36%	23%	18%	21%	19%
	2018	24%	16%	**18%**	-	18%	22%	-	-	-	*	8%	27%	18%	16%	17%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**69%**	-	69%	*	-	-	-	-	20%	*	69%	69%	64%	65%
	2018	66%	61%	**52%**	-	51%	*	-	-	-	*	24%	*	54%	45%	52%	55%
At Meets Grade Level or Above	2019	38%	31%	**33%**	-	32%	*	-	-	-	-	13%	*	33%	31%	29%	34%
	2018	41%	33%	**33%**	-	33%	*	-	-	-	*	18%	*	37%	18%	31%	34%
At Masters Grade Level	2019	14%	10%	**14%**	-	13%	*	-	-	-	-	7%	*	14%	13%	11%	16%
	2018	13%	5%	**5%**	-	6%	*	-	-	-	*	0%	*	7%	0%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**66%**	-	65%	100%	-	-	-	*	8%	71%	67%	62%	64%	58%
	2018	80%	73%	**58%**	-	58%	*	-	-	-	-	9%	*	60%	50%	56%	47%
At Meets Grade Level or Above	2019	54%	44%	**35%**	-	35%	40%	-	-	-	*	0%	43%	34%	38%	31%	23%
	2018	51%	40%	**24%**	-	24%	*	-	-	-	-	0%	*	29%	10%	23%	15%
At Masters Grade Level	2019	25%	16%	**16%**	-	17%	0%	-	-	-	*	0%	29%	16%	15%	14%	11%
	2018	23%	13%	**9%**	-	9%	*	-	-	-	-	0%	*	11%	3%	9%	6%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**57**	-	57	*	-	-	-	-	42	*	56	60	57	55
	2018	63	57	**52**	-	54	*	-	-	-	*	27	*	55	41	51	62
Grade 4 Mathematics	2019	65	66	**64**	-	64	*	-	-	-	-	31	*	74	44	63	62
	2018	65	52	**40**	-	39	*	-	-	-	*	28	40	39	42	38	38
Grade 5 ELA/Reading	2019	81	81	**80**	-	80	*	-	-	-	*	46	100	81	74	81	79
	2018	80	78	**83**	-	84	*	-	-	-	-	71	*	83	83	82	86
Grade 5 Mathematics	2019	83	89	**88**	-	89	*	-	-	-	*	77	100	90	81	88	87
	2018	81	83	**87**	-	87	*	-	-	-	-	67	*	83	98	85	87
All Grades Both Subjects	2019	69	69	**73**	-	73	54	-	-	-	*	49	89	77	62	73	72
	2018	69	66	**65**	-	66	40	-	-	-	40	41	58	65	68	64	67
All Grades ELA/Reading	2019	68	69	**69**	-	69	50	-	-	-	*	44	89	70	66	70	68
	2018	69	67	**69**	-	71	20	-	-	-	*	41	67	71	64	68	76
All Grades Mathematics	2019	70	70	**76**	-	77	58	-	-	-	*	54	89	83	59	76	75
	2018	70	65	**62**	-	62	60	-	-	-	*	42	50	60	70	60	61

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**43%**	-	42%	*	-	-	-	*	17%	43%	31%
	2018	38%	39%	**38%**	-	38%	*	-	-	-	*	*	39%	29%
Mathematics	2019	45%	49%	**47%**	-	48%	*	-	-	-	-	36%	47%	39%
	2018	47%	48%	**45%**	-	46%	*	-	-	-	*	*	44%	46%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	71%	**68%**	-	68%	60%	-	-	-	*	15%	67%	51%
Students Requiring Accelerated Instruction	2019	22%	29%	**32%**	-	32%	40%	-	-	-	*	85%	33%	49%
STAAR Cumulative Met Standard	2019	86%	80%	**79%**	-	78%	80%	-	-	-	*	23%	78%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	*	-	-	-	*	*	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**79%**	-	79%	80%	-	-	-	*	38%	77%	74%
Students Requiring Accelerated Instruction	2019	17%	18%	**21%**	-	21%	20%	-	-	-	*	62%	23%	26%
STAAR Cumulative Met Standard	2019	90%	90%	**86%**	-	86%	80%	-	-	-	*	54%	85%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	*	-	-	-	-	*	100%	100%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,020
Grade Span: EE - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**72%**	62%	62%	-	-	-	-	-	-	61%	62%	62%
	2018	77%	71%	**68%**	56%	56%	-	-	-	40%	40%	-	53%	55%	55%
At Meets Grade Level or Above	2019	50%	42%	**38%**	28%	28%	-	-	-	-	-	-	28%	28%	28%
	2018	48%	38%	**36%**	24%	24%	-	-	-	0%	0%	-	16%	23%	22%
At Masters Grade Level	2019	24%	17%	**17%**	12%	12%	-	-	-	-	-	-	7%	12%	11%
	2018	22%	13%	**14%**	7%	7%	-	-	-	0%	0%	-	4%	7%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**69%**	57%	57%	-	-	-	-	-	-	54%	57%	57%
	2018	74%	67%	**72%**	53%	53%	-	-	-	*	*	-	64%	53%	55%
At Meets Grade Level or Above	2019	48%	39%	**33%**	22%	22%	-	-	-	-	-	-	20%	22%	21%
	2018	46%	35%	**37%**	20%	20%	-	-	-	*	*	-	18%	20%	19%
At Masters Grade Level	2019	21%	13%	**14%**	8%	8%	-	-	-	-	-	-	5%	8%	7%
	2018	19%	11%	**15%**	7%	7%	-	-	-	*	*	-	4%	7%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**77%**	70%	70%	-	-	-	-	-	-	71%	70%	70%
	2018	81%	77%	**73%**	64%	64%	-	-	-	*	*	-	61%	64%	63%
At Meets Grade Level or Above	2019	52%	47%	**45%**	37%	37%	-	-	-	-	-	-	44%	37%	38%
	2018	50%	41%	**40%**	31%	31%	-	-	-	*	*	-	18%	30%	28%
At Masters Grade Level	2019	26%	22%	**22%**	16%	16%	-	-	-	-	-	-	12%	16%	15%
	2018	24%	16%	**18%**	12%	12%	-	-	-	*	*	-	3%	12%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**69%**	63%	63%	-	-	-	-	-	-	67%	63%	63%
	2018	66%	61%	**52%**	55%	55%	-	-	-	*	*	-	18%	54%	48%
At Meets Grade Level or Above	2019	38%	31%	**33%**	34%	34%	-	-	-	-	-	-	20%	34%	31%
	2018	41%	33%	**33%**	33%	33%	-	-	-	*	*	-	9%	32%	28%
At Masters Grade Level	2019	14%	10%	**14%**	21%	21%	-	-	-	-	-	-	0%	21%	17%
	2018	13%	5%	**5%**	0%	0%	-	-	-	*	*	-	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**66%**	52%	52%	-	-	-	-	-	-	50%	52%	52%
	2018	80%	73%	**58%**	38%	38%	-	-	-	*	*	-	33%	37%	36%
At Meets Grade Level or Above	2019	54%	44%	**35%**	16%	16%	-	-	-	-	-	-	17%	16%	16%
	2018	51%	40%	**24%**	4%	4%	-	-	-	*	*	-	11%	4%	5%
At Masters Grade Level	2019	25%	16%	**16%**	5%	5%	-	-	-	-	-	-	8%	5%	5%
	2018	23%	13%	**9%**	0%	0%	-	-	-	*	*	-	11%	0%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**73%**	71%	71%	-	-	-	-	-	-	68%	71%	71%
	2018	69%	66%	**65%**	70%	70%	-	-	-	*	*	-	62%	70%	68%
All Grades ELA/Reading	2019	68%	69%	**69%**	67%	67%	-	-	-	-	-	-	63%	67%	66%
	2018	69%	67%	**69%**	83%	83%	-	-	-	*	*	-	63%	83%	80%
All Grades Mathematics	2019	70%	70%	**76%**	76%	76%	-	-	-	-	-	-	73%	76%	75%
	2018	70%	65%	**62%**	62%	62%	-	-	-	*	*	-	61%	61%	61%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**43%**	33%	33%	-	-	-	-	-	-	25%	33%	31%
	2018	38%	39%	**38%**	24%	24%	-	-	-	*	*	-	*	26%	29%
Mathematics	2019	45%	49%	**47%**	34%	34%	-	-	-	-	-	-	54%	34%	39%
	2018	47%	48%	**45%**	46%	46%	-	-	-	*	*	-	50%	45%	46%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,002
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	-	96%	100%	-	-	-	63%	98%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	**3%**	-	3%	0%	-	-	-	38%	2%	3%	4%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	0%	0%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**94%**	-	94%	100%	-	-	-	100%	98%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	-	6%	0%	-	-	-	0%	2%	5%	6%
Other Exclusions	1%	1%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.1%**	*	96.1%	96.2%	*	-	-	95.7%	95.4%	96.0%	96.2%
2017-18	95.4%	95.9%	**96.4%**	*	96.4%	95.5%	*	-	-	96.0%	95.9%	96.3%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
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Total Students: 1,020
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
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Total Students: 1,020
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
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Total Students: 1,020
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1,020	100.0%	11,195	5,479,173	1,021	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	2	0.2%	0.1%	0.3%	3	0.3%	0.2%	0.5%
Pre-Kindergarten	99	9.7%	5.3%	4.5%	99	9.7%	5.3%	4.5%
Kindergarten	141	13.8%	6.3%	7.0%	141	13.8%	6.3%	7.0%
Grade 1	152	14.9%	6.4%	7.1%	152	14.9%	6.4%	7.1%
Grade 2	136	13.3%	6.3%	7.1%	136	13.3%	6.3%	7.1%
Grade 3	148	14.5%	6.8%	7.1%	148	14.5%	6.7%	7.1%
Grade 4	165	16.2%	7.0%	7.3%	165	16.2%	7.0%	7.3%
Grade 5	177	17.4%	7.6%	7.6%	177	17.3%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	1	0.1%	0.3%	12.6%	1	0.1%	0.3%	12.6%
Hispanic	968	94.9%	95.1%	52.8%	969	94.9%	95.0%	52.8%
White	34	3.3%	3.5%	27.0%	34	3.3%	3.5%	27.0%
American Indian	1	0.1%	0.3%	0.4%	1	0.1%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	16	1.6%	0.6%	2.5%	16	1.6%	0.6%	2.5%
Sex:								
Female	518	50.8%	48.8%	48.8%	518	50.7%	48.8%	48.8%
Male	502	49.2%	51.2%	51.2%	503	49.3%	51.2%	51.2%
Economically Disadvantaged	851	83.4%	86.3%	60.3%	852	83.4%	86.3%	60.2%
Non-Educationally Disadvantaged	169	16.6%	13.7%	39.7%	169	16.6%	13.7%	39.8%
Section 504 Students	18	1.8%	2.3%	6.9%	18	1.8%	2.4%	6.9%
English Learners (EL)	522	51.2%	39.3%	20.3%	522	51.1%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	7	0.7%	0.7%	4.1%	7	0.7%	0.7%	4.1%
Foster Care	2	0.2%	0.1%	0.3%	2	0.2%	0.1%	0.3%
Homeless	20	2.0%	1.4%	1.4%	20	2.0%	1.4%	1.4%
Immigrant	14	1.4%	1.2%	2.3%	14	1.4%	1.2%	2.3%
Migrant	7	0.7%	0.4%	0.3%	7	0.7%	0.4%	0.3%
Title I	1,020	100.0%	100.0%	65.1%	1,021	100.0%	100.0%	65.1%
Military Connected	13	1.3%	2.5%	1.9%	13	1.3%	2.5%	1.9%
At-Risk	652	63.9%	62.4%	50.6%	652	63.9%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	438	42.9%	34.6%	20.6%	438	42.9%	34.6%	20.6%
Career & Technical Education	0	0.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	43	4.2%	4.5%	8.1%	43	4.2%	4.5%	8.1%
Special Education	102	10.0%	10.0%	10.5%	103	10.1%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	102							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	48.0%	54.8%	42.4%				
Students with Physical Disabilities	26	25.5%	20.1%	21.4%				
Students with Autism	**	**	8.0%	13.8%				
Students with Behavioral Disabilities	14	13.7%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	93	11.2%	12.6%	15.3%				
By Ethnicity:								
African American	1	0.1%						
Hispanic	86	10.4%						
White	4	0.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	79	9.5%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	5.9%	1.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	18.3	19.0
Grade 1	19.0	19.9	18.9
Grade 2	18.3	19.3	18.8
Grade 3	20.3	19.4	19.0
Grade 4	33.4	23.5	19.2
Grade 5	22.4	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	-	16.6	16.4
Foreign Languages	-	21.3	18.7
Mathematics	-	16.9	17.8
Science	-	18.0	18.8
Social Studies	-	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	80.6	100.0%	100.0%	100.0%
Professional Staff:	70.6	87.6%	60.3%	63.7%
Teachers	61.3	76.0%	45.9%	49.4%
Professional Support	6.3	7.8%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	3.7%	2.7%	3.0%
Educational Aides:	10.0	12.4%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	74.6	92.6%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	57.3	93.5%	92.2%	28.1%
White	3.0	4.9%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	1.6%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	12.9	21.0%	30.6%	23.8%
Females	48.4	79.0%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	43.9	71.6%	70.3%	73.4%
Masters	17.4	28.4%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.4%	7.4%
1-5 Years Experience	16.4	26.8%	31.1%	27.9%
6-10 Years Experience	12.9	21.0%	19.7%	19.4%
11-20 Years Experience	25.0	40.8%	32.7%	29.4%
Over 20 Years Experience	7.0	11.4%	11.1%	15.9%
Number of Students per Teacher	16.7	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	5.2	6.2
Average Years Experience of Principals with District	7.0	4.3	5.3
Average Years Experience of Assistant Principals	2.0	4.8	5.3
Average Years Experience of Assistant Principals with District	1.5	4.1	4.7
Average Years Experience of Teachers:	11.4	10.3	11.1
Average Years Experience of Teachers with District:	8.4	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,813	$49,868
1-5 Years Experience	$53,089	$52,889	$52,823
6-10 Years Experience	$54,537	$54,748	$55,756
11-20 Years Experience	$57,614	$58,129	$59,308
Over 20 Years Experience	$65,907	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,705	$56,342	$57,091
Professional Support	$64,994	$68,378	$67,352
Campus Administration (School Leadership)	$84,486	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: WM DAVID SURRATT EL
Campus Number: 071901101

Total Students: 1,020
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	22.5	36.7%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.4	2.3%	2.0%	2.8%
Gifted & Talented Education	0.1	0.2%	0.3%	1.9%
Regular Education	30.5	49.8%	62.5%	70.9%
Special Education	6.7	11.0%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **RED SANDS EL**

Campus Number: **071901102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**85%**	-	85%	*	-	-	-	-	42%	*	86%	79%	84%	79%
	2018	77%	70%	**84%**	-	84%	-	-	-	-	-	67%	80%	83%	87%	84%	82%
At Meets Grade Level or Above	2019	45%	36%	**42%**	-	41%	*	-	-	-	-	0%	*	43%	37%	39%	42%
	2018	43%	31%	**38%**	-	38%	-	-	-	-	-	17%	40%	38%	39%	36%	34%
At Masters Grade Level	2019	27%	20%	**25%**	-	25%	*	-	-	-	-	0%	*	28%	11%	23%	25%
	2018	25%	13%	**20%**	-	20%	-	-	-	-	-	0%	20%	18%	26%	20%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**88%**	-	88%	*	-	-	-	-	50%	*	91%	74%	87%	92%
	2018	78%	71%	**90%**	-	90%	-	-	-	-	-	71%	100%	87%	100%	89%	85%
At Meets Grade Level or Above	2019	49%	46%	**52%**	-	51%	*	-	-	-	-	17%	*	55%	42%	49%	47%
	2018	47%	41%	**56%**	-	56%	-	-	-	-	-	29%	60%	55%	61%	55%	52%
At Masters Grade Level	2019	25%	21%	**29%**	-	29%	*	-	-	-	-	0%	*	32%	16%	29%	26%
	2018	23%	19%	**25%**	-	25%	-	-	-	-	-	14%	40%	25%	26%	25%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	67%	**74%**	-	75%	*	-	-	-	-	25%	*	73%	77%	72%	73%
	2018	73%	62%	**71%**	-	70%	*	-	-	-	-	40%	*	73%	57%	69%	68%
At Meets Grade Level or Above	2019	44%	35%	**44%**	-	45%	*	-	-	-	-	0%	*	41%	54%	44%	41%
	2018	46%	34%	**43%**	-	43%	*	-	-	-	-	20%	*	45%	29%	40%	39%
At Masters Grade Level	2019	22%	15%	**19%**	-	19%	*	-	-	-	-	0%	*	16%	27%	19%	16%
	2018	24%	13%	**20%**	-	20%	*	-	-	-	-	0%	*	20%	21%	17%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**75%**	-	75%	*	-	-	-	-	33%	*	74%	77%	73%	76%
	2018	78%	70%	**73%**	-	73%	*	-	-	-	-	40%	*	74%	67%	71%	71%
At Meets Grade Level or Above	2019	48%	45%	**47%**	-	48%	*	-	-	-	-	25%	*	48%	46%	47%	49%
	2018	49%	37%	**42%**	-	42%	*	-	-	-	-	10%	*	42%	40%	41%	40%
At Masters Grade Level	2019	28%	24%	**28%**	-	28%	*	-	-	-	-	8%	*	29%	23%	30%	29%
	2018	27%	17%	**22%**	-	22%	*	-	-	-	-	0%	*	22%	20%	21%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**64%**	-	64%	*	-	-	-	-	17%	*	61%	73%	63%	60%
	2018	63%	58%	**64%**	-	65%	*	-	-	-	-	33%	*	66%	53%	62%	64%
At Meets Grade Level or Above	2019	35%	29%	**31%**	-	32%	*	-	-	-	-	0%	*	29%	38%	31%	29%
	2018	39%	33%	**38%**	-	37%	*	-	-	-	-	11%	*	38%	33%	34%	39%
At Masters Grade Level	2019	11%	7%	**7%**	-	7%	*	-	-	-	-	0%	*	9%	4%	8%	8%
	2018	11%	4%	**4%**	-	4%	*	-	-	-	-	0%	*	4%	0%	3%	2%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**83%**	-	85%	*	-	-	-	-	40%	*	84%	82%	83%	83%
	2018	84%	73%	**77%**	-	76%	*	-	-	-	-	38%	*	79%	68%	75%	64%
At Meets Grade Level or Above	2019	54%	40%	**49%**	-	49%	*	-	-	-	-	20%	*	49%	47%	46%	45%
	2018	54%	38%	**45%**	-	45%	*	-	-	-	-	23%	*	47%	36%	41%	27%
At Masters Grade Level	2019	29%	17%	**19%**	-	19%	*	-	-	-	-	0%	*	18%	24%	17%	14%
	2018	26%	14%	**18%**	-	18%	*	-	-	-	-	0%	*	20%	9%	13%	7%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**94%**	-	94%	*	-	-	-	-	80%	*	95%	94%	94%	92%
	2018	91%	87%	**94%**	-	94%	*	-	-	-	-	85%	*	96%	86%	95%	95%
At Meets Grade Level or Above	2019	58%	57%	**61%**	-	62%	*	-	-	-	-	20%	*	60%	71%	59%	65%
	2018	58%	51%	**61%**	-	60%	*	-	-	-	-	38%	*	65%	45%	57%	60%
At Masters Grade Level	2019	36%	35%	**33%**	-	34%	*	-	-	-	-	10%	*	35%	24%	30%	35%
	2018	30%	22%	**30%**	-	29%	*	-	-	-	-	8%	*	34%	14%	27%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	**72%**	-	72%	*	-	-	-	-	30%	*	73%	71%	71%	72%
	2018	76%	65%	**79%**	-	79%	*	-	-	-	-	31%	*	82%	67%	78%	74%
At Meets Grade Level or Above	2019	49%	39%	**39%**	-	40%	*	-	-	-	-	20%	*	38%	41%	35%	34%
	2018	41%	31%	**44%**	-	44%	*	-	-	-	-	15%	*	46%	38%	40%	31%
At Masters Grade Level	2019	24%	17%	**16%**	-	16%	*	-	-	-	-	0%	*	18%	6%	15%	16%
	2018	17%	9%	**14%**	-	14%	*	-	-	-	-	0%	*	14%	14%	12%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**80%**	-	80%	75%	-	-	-	-	39%	83%	80%	78%	78%	78%
	2018	77%	71%	**79%**	-	79%	89%	-	-	-	-	49%	71%	80%	75%	78%	75%
At Meets Grade Level or Above	2019	50%	42%	**46%**	-	46%	38%	-	-	-	-	12%	17%	46%	47%	44%	44%
	2018	48%	38%	**46%**	-	46%	56%	-	-	-	-	21%	48%	47%	41%	43%	41%
At Masters Grade Level	2019	24%	17%	**22%**	-	22%	19%	-	-	-	-	2%	6%	23%	17%	21%	21%
	2018	22%	13%	**19%**	-	19%	11%	-	-	-	-	2%	24%	20%	17%	17%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**81%**	-	81%	50%	-	-	-	-	35%	100%	81%	79%	80%	78%
	2018	74%	67%	**77%**	-	77%	*	-	-	-	-	45%	75%	78%	73%	76%	72%
At Meets Grade Level or Above	2019	48%	39%	**45%**	-	45%	50%	-	-	-	-	6%	29%	45%	47%	43%	43%
	2018	46%	35%	**42%**	-	42%	*	-	-	-	-	21%	50%	43%	36%	39%	34%
At Masters Grade Level	2019	21%	13%	**21%**	-	21%	33%	-	-	-	-	0%	0%	21%	21%	19%	18%
	2018	19%	11%	**19%**	-	19%	*	-	-	-	-	0%	13%	19%	19%	17%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**86%**	-	86%	100%	-	-	-	-	53%	86%	87%	81%	85%	87%
	2018	81%	77%	**86%**	-	86%	*	-	-	-	-	67%	78%	86%	87%	85%	83%
At Meets Grade Level or Above	2019	52%	47%	**54%**	-	54%	50%	-	-	-	-	21%	14%	54%	52%	52%	54%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	41%	**53%**	-	53%	*	-	-	-	-	27%	44%	54%	50%	51%	51%
At Masters Grade Level	2019	26%	22%	**30%**	-	30%	17%	-	-	-	-	6%	14%	32%	21%	30%	30%
	2018	24%	16%	**26%**	-	26%	*	-	-	-	-	7%	33%	27%	20%	25%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**64%**	-	64%	*	-	-	-	-	17%	*	61%	73%	63%	60%
	2018	66%	61%	**64%**	-	65%	*	-	-	-	-	33%	*	66%	53%	62%	64%
At Meets Grade Level or Above	2019	38%	31%	**31%**	-	32%	*	-	-	-	-	0%	*	29%	38%	31%	29%
	2018	41%	33%	**38%**	-	37%	*	-	-	-	-	11%	*	38%	33%	34%	39%
At Masters Grade Level	2019	14%	10%	**7%**	-	7%	*	-	-	-	-	0%	*	9%	4%	8%	8%
	2018	13%	5%	**4%**	-	4%	*	-	-	-	-	0%	*	4%	0%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**72%**	-	72%	*	-	-	-	-	30%	*	73%	71%	71%	72%
	2018	80%	73%	**79%**	-	79%	*	-	-	-	-	31%	*	82%	67%	78%	74%
At Meets Grade Level or Above	2019	54%	44%	**39%**	-	40%	*	-	-	-	-	20%	*	38%	41%	35%	34%
	2018	51%	40%	**44%**	-	44%	*	-	-	-	-	15%	*	46%	38%	40%	31%
At Masters Grade Level	2019	25%	16%	**16%**	-	16%	*	-	-	-	-	0%	*	18%	6%	15%	16%
	2018	23%	13%	**14%**	-	14%	*	-	-	-	-	0%	*	14%	14%	12%	7%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**61**	-	62	*	-	-	-	-	28	*	60	64	62	65
	2018	63	57	**72**	-	71	*	-	-	-	-	64	*	72	65	70	68
Grade 4 Mathematics	2019	65	66	**56**	-	56	*	-	-	-	-	29	*	56	54	57	63
	2018	65	52	**51**	-	50	*	-	-	-	-	40	*	49	60	52	56
Grade 5 ELA/Reading	2019	81	81	**74**	-	75	*	-	-	-	-	65	*	73	82	75	74
	2018	80	78	**84**	-	85	*	-	-	-	-	100	*	83	90	83	87
Grade 5 Mathematics	2019	83	89	**88**	-	89	*	-	-	-	-	100	*	88	91	88	92
	2018	81	83	**87**	-	87	*	-	-	-	-	92	*	86	90	86	92
All Grades Both Subjects	2019	69	69	**70**	-	71	31	-	-	-	-	55	56	70	70	71	74
	2018	69	66	**73**	-	73	75	-	-	-	-	77	50	72	80	73	75
All Grades ELA/Reading	2019	68	69	**68**	-	69	*	-	-	-	-	47	*	67	72	69	70
	2018	69	67	**78**	-	78	*	-	-	-	-	87	*	78	82	77	78
All Grades Mathematics	2019	70	70	**72**	-	73	*	-	-	-	-	61	*	73	69	73	78
	2018	70	65	**69**	-	69	*	-	-	-	-	70	*	67	78	69	72

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**43%**	-	43%	-	-	-	-	-	14%	43%	45%
	2018	38%	39%	**44%**	-	43%	*	-	-	-	-	*	45%	46%
Mathematics	2019	45%	49%	**53%**	-	53%	-	-	-	-	-	42%	53%	44%
	2018	47%	48%	**51%**	-	51%	-	-	-	-	-	42%	52%	56%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	71%	**74%**	-	75%	*	-	-	-	-	30%	73%	65%
Students Requiring Accelerated Instruction	2019	22%	29%	**26%**	-	25%	*	-	-	-	-	70%	27%	35%
STAAR Cumulative Met Standard	2019	86%	80%	**83%**	-	85%	*	-	-	-	-	40%	83%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**88%**	-	88%	*	-	-	-	-	60%	87%	83%
Students Requiring Accelerated Instruction	2019	17%	18%	**12%**	-	12%	*	-	-	-	-	40%	13%	17%
STAAR Cumulative Met Standard	2019	90%	90%	**94%**	-	94%	*	-	-	-	-	80%	94%	90%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 675
Grade Span: EE - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**80%**	75%	75%	-	-	-	-	-	-	82%	75%	76%
	2018	77%	71%	**79%**	71%	71%	-	-	-	-	-	-	70%	71%	71%
At Meets Grade Level or Above	2019	50%	42%	**46%**	38%	38%	-	-	-	-	-	-	56%	38%	40%
	2018	48%	38%	**46%**	32%	32%	-	-	-	-	-	-	48%	32%	34%
At Masters Grade Level	2019	24%	17%	**22%**	18%	18%	-	-	-	-	-	-	24%	18%	19%
	2018	22%	13%	**19%**	9%	9%	-	-	-	-	-	-	21%	9%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**81%**	75%	75%	-	-	-	-	-	-	84%	75%	76%
	2018	74%	67%	**77%**	65%	65%	-	-	-	-	-	-	77%	65%	66%
At Meets Grade Level or Above	2019	48%	39%	**45%**	36%	36%	-	-	-	-	-	-	58%	36%	39%
	2018	46%	35%	**42%**	24%	24%	-	-	-	-	-	-	46%	24%	26%
At Masters Grade Level	2019	21%	13%	**21%**	15%	15%	-	-	-	-	-	-	26%	15%	17%
	2018	19%	11%	**19%**	7%	7%	-	-	-	-	-	-	23%	7%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**86%**	85%	85%	-	-	-	-	-	-	84%	85%	85%
	2018	81%	77%	**86%**	82%	82%	-	-	-	-	-	-	71%	82%	81%
At Meets Grade Level or Above	2019	52%	47%	**54%**	51%	51%	-	-	-	-	-	-	58%	51%	52%
	2018	50%	41%	**53%**	45%	45%	-	-	-	-	-	-	50%	45%	45%
At Masters Grade Level	2019	26%	22%	**30%**	28%	28%	-	-	-	-	-	-	26%	28%	28%
	2018	24%	16%	**26%**	15%	15%	-	-	-	-	-	-	29%	15%	16%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**64%**	54%	54%	-	-	-	-	-	-	83%	54%	57%
	2018	66%	61%	**64%**	56%	56%	-	-	-	-	-	-	60%	56%	56%
At Meets Grade Level or Above	2019	38%	31%	**31%**	21%	21%	-	-	-	-	-	-	50%	21%	24%
	2018	41%	33%	**38%**	33%	33%	-	-	-	-	-	-	60%	33%	35%
At Masters Grade Level	2019	14%	10%	**7%**	4%	4%	-	-	-	-	-	-	17%	4%	5%
	2018	13%	5%	**4%**	2%	2%	-	-	-	-	-	-	0%	2%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**72%**	64%	64%	-	-	-	-	-	-	67%	64%	65%
	2018	80%	73%	**79%**	68%	68%	-	-	-	-	-	-	*	68%	67%
At Meets Grade Level or Above	2019	54%	44%	**39%**	27%	27%	-	-	-	-	-	-	50%	27%	29%
	2018	51%	40%	**44%**	17%	17%	-	-	-	-	-	-	*	17%	17%
At Masters Grade Level	2019	25%	16%	**16%**	13%	13%	-	-	-	-	-	-	17%	13%	14%
	2018	23%	13%	**14%**	0%	0%	-	-	-	-	-	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	74%	74%	-	-	-	-	-	-	69%	74%	74%
	2018	69%	66%	**73%**	77%	77%	-	-	-	-	-	-	57%	77%	75%
All Grades ELA/Reading	2019	68%	69%	**68%**	68%	68%	-	-	-	-	-	-	71%	68%	69%
	2018	69%	67%	**78%**	80%	80%	-	-	-	-	-	-	71%	80%	80%
All Grades Mathematics	2019	70%	70%	**72%**	80%	80%	-	-	-	-	-	-	67%	80%	78%
	2018	70%	65%	**69%**	75%	75%	-	-	-	-	-	-	44%	75%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**43%**	43%	43%	-	-	-	-	-	-	*	43%	45%
	2018	38%	39%	**44%**	47%	47%	-	-	-	-	-	-	*	47%	46%
Mathematics	2019	45%	49%	**53%**	44%	44%	-	-	-	-	-	-	*	44%	44%
	2018	47%	48%	**51%**	60%	60%	-	-	-	-	-	-	*	60%	56%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 710
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**95%**	-	95%	84%	-	-	-	-	93%	95%	95%
Not Included in Accountability													
Mobile	4%	4%	**4%**	-	4%	16%	-	-	-	-	5%	5%	4%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	-	2%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**92%**	-	93%	64%	-	-	-	-	96%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	-	5%	14%	-	-	-	-	4%	5%	4%
Other Exclusions	1%	1%	**2%**	-	2%	21%	-	-	-	-	0%	2%	5%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.4%**	*	96.4%	95.1%	*	-	*	-	95.9%	96.4%	96.5%
2017-18	95.4%	95.9%	**96.7%**	-	96.7%	96.7%	*	-	*	*	96.8%	96.7%	96.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
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Total Students: 675
Grade Span: EE - 05
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
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Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	675	100.0%	11,195	5,479,173	676	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	2	0.3%	0.1%	0.3%	3	0.4%	0.2%	0.5%
Pre-Kindergarten	76	11.3%	5.3%	4.5%	76	11.2%	5.3%	4.5%
Kindergarten	91	13.5%	6.3%	7.0%	91	13.5%	6.3%	7.0%
Grade 1	81	12.0%	6.4%	7.1%	81	12.0%	6.4%	7.1%
Grade 2	87	12.9%	6.3%	7.1%	87	12.9%	6.3%	7.1%
Grade 3	113	16.7%	6.8%	7.1%	113	16.7%	6.7%	7.1%
Grade 4	115	17.0%	7.0%	7.3%	115	17.0%	7.0%	7.3%
Grade 5	110	16.3%	7.6%	7.6%	110	16.3%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	2	0.3%	0.3%	12.6%	2	0.3%	0.3%	12.6%
Hispanic	648	96.0%	95.1%	52.8%	649	96.0%	95.0%	52.8%
White	18	2.7%	3.5%	27.0%	18	2.7%	3.5%	27.0%
American Indian	1	0.1%	0.3%	0.4%	1	0.1%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	3	0.4%	0.1%	0.2%	3	0.4%	0.1%	0.2%
Two or More Races	3	0.4%	0.6%	2.5%	3	0.4%	0.6%	2.5%
Sex:								
Female	338	50.1%	48.8%	48.8%	338	50.0%	48.8%	48.8%
Male	337	49.9%	51.2%	51.2%	338	50.0%	51.2%	51.2%
Economically Disadvantaged	605	89.6%	86.3%	60.3%	606	89.6%	86.3%	60.2%
Non-Educationally Disadvantaged	70	10.4%	13.7%	39.7%	70	10.4%	13.7%	39.8%
Section 504 Students	6	0.9%	2.3%	6.9%	6	0.9%	2.4%	6.9%
English Learners (EL)	313	46.4%	39.3%	20.3%	313	46.3%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	2	0.3%	0.7%	4.1%	2	0.3%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	0.7%	1.4%	1.4%	5	0.7%	1.4%	1.4%
Immigrant	5	0.7%	1.2%	2.3%	5	0.7%	1.2%	2.3%
Migrant	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Title I	675	100.0%	100.0%	65.1%	676	100.0%	100.0%	65.1%
Military Connected	20	3.0%	2.5%	1.9%	20	3.0%	2.5%	1.9%
At-Risk	424	62.8%	62.4%	50.6%	424	62.7%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	283	41.9%	34.6%	20.6%	283	41.9%	34.6%	20.6%
Career & Technical Education	0	0.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	35	5.2%	4.5%	8.1%	35	5.2%	4.5%	8.1%
Special Education	74	11.0%	10.0%	10.5%	75	11.1%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	74							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	33.8%	54.8%	42.4%				
Students with Physical Disabilities	34	45.9%	20.1%	21.4%				
Students with Autism	*	*	8.0%	13.8%				
Students with Behavioral Disabilities	8	10.8%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	66	11.2%	12.6%	15.3%				
By Ethnicity:								
African American	2	0.3%						
Hispanic	60	10.2%						
White	4	0.7%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	89	14.9%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	1.4%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	1.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.6	18.3	19.0
Grade 1	18.7	19.9	18.9
Grade 2	17.0	19.3	18.8
Grade 3	19.2	19.4	19.0
Grade 4	21.3	23.5	19.2
Grade 5	19.3	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	-	16.6	16.4
Foreign Languages	-	21.3	18.7
Mathematics	-	16.9	17.8
Science	-	18.0	18.8
Social Studies	-	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	63.8	100.0%	100.0%	100.0%
Professional Staff:	53.2	83.3%	60.3%	63.7%
Teachers	43.9	68.7%	45.9%	49.4%
Professional Support	6.3	9.9%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	4.7%	2.7%	3.0%
Educational Aides:	10.6	16.7%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	62.8	98.4%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	42.9	97.7%	92.2%	28.1%
White	0.0	0.0%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	2.3%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	4.0	9.1%	30.6%	23.8%
Females	39.9	90.9%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	38.9	88.6%	70.3%	73.4%
Masters	4.0	9.1%	26.9%	24.5%
Doctorate	1.0	2.3%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.4	9.9%	5.4%	7.4%
1-5 Years Experience	17.0	38.8%	31.1%	27.9%
6-10 Years Experience	5.0	11.4%	19.7%	19.4%
11-20 Years Experience	13.5	30.8%	32.7%	29.4%
Over 20 Years Experience	4.0	9.1%	11.1%	15.9%
Number of Students per Teacher	15.4	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.2	6.2
Average Years Experience of Principals with District	1.0	4.3	5.3
Average Years Experience of Assistant Principals	2.0	4.8	5.3
Average Years Experience of Assistant Principals with District	1.0	4.1	4.7
Average Years Experience of Teachers:	9.2	10.3	11.1
Average Years Experience of Teachers with District:	7.1	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,732	$51,813	$49,868
1-5 Years Experience	$52,790	$52,889	$52,823
6-10 Years Experience	$54,805	$54,748	$55,756
11-20 Years Experience	$57,681	$58,129	$59,308
Over 20 Years Experience	$66,616	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,581	$56,342	$57,091
Professional Support	$60,276	$68,378	$67,352
Campus Administration (School Leadership)	$78,436	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: RED SANDS EL
Campus Number: 071901102

Total Students: 675
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	17.4	39.7%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.5	3.3%	2.0%	2.8%
Gifted & Talented Education	0.1	0.2%	0.3%	1.9%
Regular Education	22.5	51.3%	62.5%	70.9%
Special Education	2.4	5.4%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **DESERT HILLS EL**

Campus Number: **071901103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**78%**	*	78%	60%	*	-	-	-	65%	100%	77%	84%	75%	74%
	2018	77%	70%	**70%**	*	68%	83%	*	*	-	*	27%	83%	73%	57%	64%	61%
At Meets Grade Level or Above	2019	45%	36%	**48%**	*	47%	60%	*	-	-	-	55%	29%	47%	58%	47%	43%
	2018	43%	31%	**36%**	*	34%	17%	*	*	-	*	27%	17%	36%	36%	31%	33%
At Masters Grade Level	2019	27%	20%	**26%**	*	24%	60%	*	-	-	-	15%	29%	27%	16%	23%	18%
	2018	25%	13%	**11%**	*	10%	0%	*	*	-	*	9%	0%	10%	14%	8%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**84%**	*	85%	60%	*	-	-	-	75%	100%	82%	100%	83%	81%
	2018	78%	71%	**67%**	*	65%	83%	*	*	-	*	27%	100%	68%	61%	64%	61%
At Meets Grade Level or Above	2019	49%	46%	**52%**	*	53%	60%	*	-	-	-	55%	71%	52%	53%	51%	46%
	2018	47%	41%	**34%**	*	33%	33%	*	*	-	*	27%	50%	34%	36%	29%	30%
At Masters Grade Level	2019	25%	21%	**25%**	*	25%	40%	*	-	-	-	5%	14%	27%	11%	22%	24%
	2018	23%	19%	**10%**	*	10%	0%	*	*	-	*	9%	17%	9%	14%	8%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	67%	**71%**	*	71%	63%	*	*	-	*	25%	67%	75%	62%	67%	63%
	2018	73%	62%	**66%**	-	66%	63%	-	*	-	-	22%	*	69%	58%	63%	60%
At Meets Grade Level or Above	2019	44%	35%	**41%**	*	40%	50%	*	*	-	*	15%	33%	45%	31%	33%	37%
	2018	46%	34%	**39%**	-	38%	38%	-	*	-	-	11%	*	42%	30%	36%	25%
At Masters Grade Level	2019	22%	15%	**19%**	*	18%	25%	*	*	-	*	5%	0%	22%	11%	14%	21%
	2018	24%	13%	**17%**	-	16%	25%	-	*	-	-	11%	*	18%	15%	13%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**77%**	*	77%	75%	*	*	-	*	30%	100%	81%	69%	76%	77%
	2018	78%	70%	**77%**	-	77%	78%	-	*	-	-	36%	*	78%	73%	77%	77%
At Meets Grade Level or Above	2019	48%	45%	**56%**	*	55%	63%	*	*	-	*	15%	67%	60%	44%	52%	58%
	2018	49%	37%	**44%**	-	43%	56%	-	*	-	-	27%	*	50%	31%	45%	38%
At Masters Grade Level	2019	28%	24%	**31%**	*	31%	25%	*	*	-	*	10%	33%	35%	22%	25%	34%
	2018	27%	17%	**21%**	-	21%	22%	-	*	-	-	0%	*	23%	18%	21%	18%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**66%**	*	66%	63%	*	*	-	*	30%	83%	68%	60%	63%	68%
	2018	63%	58%	**64%**	-	64%	56%	-	*	-	-	18%	*	68%	52%	62%	61%
At Meets Grade Level or Above	2019	35%	29%	**32%**	*	32%	25%	*	*	-	*	20%	0%	35%	22%	26%	32%
	2018	39%	33%	**32%**	-	33%	11%	-	*	-	-	9%	*	38%	18%	28%	27%
At Masters Grade Level	2019	11%	7%	**9%**	*	9%	0%	*	*	-	*	5%	0%	8%	11%	8%	8%
	2018	11%	4%	**5%**	-	4%	0%	-	*	-	-	0%	*	6%	0%	3%	2%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**85%**	-	85%	89%	-	*	-	-	27%	67%	85%	84%	85%	85%
	2018	84%	73%	**81%**	-	83%	69%	*	-	-	*	47%	83%	82%	79%	81%	77%
At Meets Grade Level or Above	2019	54%	40%	**46%**	-	46%	33%	-	*	-	-	18%	33%	53%	29%	45%	38%
	2018	54%	38%	**42%**	-	45%	15%	*	-	-	*	29%	50%	48%	28%	38%	41%
At Masters Grade Level	2019	29%	17%	**19%**	-	20%	0%	-	*	-	-	0%	33%	22%	12%	19%	17%
	2018	26%	14%	**16%**	-	17%	8%	*	-	-	*	6%	17%	18%	13%	13%	11%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**91%**	-	90%	100%	-	*	-	-	45%	100%	89%	94%	91%	92%
	2018	91%	87%	**90%**	-	89%	91%	*	-	-	*	61%	83%	88%	94%	89%	90%
At Meets Grade Level or Above	2019	58%	57%	**64%**	-	64%	56%	-	*	-	-	18%	50%	67%	57%	65%	68%
	2018	58%	51%	**56%**	-	58%	27%	*	-	-	*	22%	67%	58%	50%	52%	62%
At Masters Grade Level	2019	36%	35%	**44%**	-	44%	33%	-	*	-	-	9%	33%	46%	37%	46%	50%
	2018	30%	22%	**21%**	-	21%	18%	*	-	-	*	11%	33%	24%	13%	19%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	**73%**	-	73%	78%	-	*	-	-	36%	50%	80%	55%	72%	68%
	2018	76%	65%	**73%**	-	73%	77%	*	-	-	*	30%	67%	74%	73%	68%	68%
At Meets Grade Level or Above	2019	49%	39%	**42%**	-	43%	33%	-	*	-	-	18%	33%	48%	29%	41%	33%
	2018	41%	31%	**37%**	-	37%	38%	*	-	-	*	13%	33%	39%	33%	31%	30%
At Masters Grade Level	2019	24%	17%	**26%**	-	25%	22%	-	*	-	-	9%	33%	31%	12%	27%	21%
	2018	17%	9%	**11%**	-	10%	15%	*	-	-	*	4%	17%	11%	11%	10%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**78%**	86%	78%	75%	100%	100%	-	83%	43%	84%	80%	73%	77%	76%
	2018	77%	71%	**74%**	*	73%	75%	60%	100%	-	100%	36%	83%	75%	70%	71%	70%
At Meets Grade Level or Above	2019	50%	42%	**48%**	29%	48%	46%	60%	100%	-	50%	29%	40%	51%	38%	45%	45%
	2018	48%	38%	**40%**	*	40%	29%	20%	100%	-	70%	21%	41%	43%	33%	36%	37%
At Masters Grade Level	2019	24%	17%	**25%**	14%	25%	23%	20%	100%	-	33%	8%	22%	27%	17%	23%	24%
	2018	22%	13%	**14%**	*	14%	12%	0%	80%	-	50%	6%	15%	15%	12%	12%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**78%**	*	78%	73%	*	*	-	*	41%	79%	79%	75%	76%	74%
	2018	74%	67%	**73%**	*	73%	70%	*	*	-	*	35%	80%	75%	67%	69%	67%
At Meets Grade Level or Above	2019	48%	39%	**45%**	*	44%	45%	*	*	-	*	31%	32%	48%	35%	42%	39%
	2018	46%	35%	**39%**	*	39%	22%	*	*	-	*	24%	40%	42%	31%	34%	34%
At Masters Grade Level	2019	21%	13%	**21%**	*	21%	23%	*	*	-	*	8%	21%	24%	12%	18%	19%
	2018	19%	11%	**15%**	*	14%	11%	*	*	-	*	8%	7%	15%	14%	11%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**84%**	*	84%	82%	*	*	-	*	51%	100%	84%	85%	84%	84%
	2018	81%	77%	**78%**	*	77%	85%	*	*	-	*	45%	94%	78%	79%	76%	77%
At Meets Grade Level or Above	2019	52%	47%	**58%**	*	58%	59%	*	*	-	*	31%	63%	60%	51%	56%	58%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	41%	**45%**	*	45%	38%	*	*	-	*	25%	56%	47%	40%	42%	45%
At Masters Grade Level	2019	26%	22%	**34%**	*	34%	32%	*	*	-	*	8%	26%	36%	27%	32%	37%
	2018	24%	16%	**17%**	*	17%	15%	*	*	-	*	8%	25%	18%	15%	15%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**66%**	*	66%	63%	*	*	-	*	30%	83%	68%	60%	63%	68%
	2018	66%	61%	**64%**	-	64%	56%	-	*	-	-	18%	*	68%	52%	62%	61%
At Meets Grade Level or Above	2019	38%	31%	**32%**	*	32%	25%	*	*	-	*	20%	0%	35%	22%	26%	32%
	2018	41%	33%	**32%**	-	33%	11%	-	*	-	-	9%	*	38%	18%	28%	27%
At Masters Grade Level	2019	14%	10%	**9%**	*	9%	0%	*	*	-	*	5%	0%	8%	11%	8%	8%
	2018	13%	5%	**5%**	-	4%	0%	-	*	-	-	0%	*	6%	0%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**73%**	-	73%	78%	-	*	-	-	36%	50%	80%	55%	72%	68%
	2018	80%	73%	**73%**	-	73%	77%	*	-	-	*	30%	67%	74%	73%	68%	68%
At Meets Grade Level or Above	2019	54%	44%	**42%**	-	43%	33%	-	*	-	-	18%	33%	48%	29%	41%	33%
	2018	51%	40%	**37%**	-	37%	38%	*	-	-	*	13%	33%	39%	33%	31%	30%
At Masters Grade Level	2019	25%	16%	**26%**	-	25%	22%	-	*	-	-	9%	33%	31%	12%	27%	21%
	2018	23%	13%	**11%**	-	10%	15%	*	-	-	*	4%	17%	11%	11%	10%	11%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**70**	*	71	56	*	*	-	*	61	60	72	64	68	68
	2018	63	57	**57**	-	56	71	-	*	-	-	63	*	57	55	58	55
Grade 4 Mathematics	2019	65	66	**81**	*	80	75	*	*	-	*	65	92	82	77	80	82
	2018	65	52	**65**	-	64	88	-	*	-	-	56	*	63	72	65	69
Grade 5 ELA/Reading	2019	81	81	**81**	-	83	44	-	*	-	-	64	67	80	83	80	84
	2018	80	78	**69**	-	70	55	*	-	-	*	59	100	70	67	76	78
Grade 5 Mathematics	2019	83	89	**90**	-	89	94	-	*	-	-	91	100	89	91	89	92
	2018	81	83	**75**	-	76	60	*	-	-	*	86	83	74	80	78	79
All Grades Both Subjects	2019	69	69	**80**	*	81	68	*	*	-	*	68	80	81	79	79	82
	2018	69	66	**67**	-	67	67	*	*	-	*	69	84	66	69	69	72
All Grades ELA/Reading	2019	68	69	**75**	*	77	50	*	*	-	*	62	64	76	74	74	77
	2018	69	67	**63**	-	63	61	*	*	-	*	60	89	64	62	67	68
All Grades Mathematics	2019	70	70	**85**	*	85	85	*	*	-	*	74	96	86	84	85	87
	2018	70	65	**71**	-	70	72	*	*	-	*	76	80	68	76	72	75

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**41%**	*	40%	*	-	-	-	-	13%	41%	36%
	2018	38%	39%	**34%**	-	35%	*	*	-	-	-	*	39%	41%
Mathematics	2019	45%	49%	**49%**	*	48%	*	-	-	-	-	26%	49%	47%
	2018	47%	48%	**50%**	-	48%	*	*	-	-	-	40%	55%	50%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	71%	**76%**	-	76%	67%	-	*	-	-	10%	76%	71%
Students Requiring Accelerated Instruction	2019	22%	29%	**24%**	-	24%	33%	-	*	-	-	90%	24%	29%
STAAR Cumulative Met Standard	2019	86%	80%	**85%**	-	85%	89%	-	*	-	-	20%	85%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	*	*	-	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**86%**	-	86%	89%	-	*	-	-	20%	86%	85%
Students Requiring Accelerated Instruction	2019	17%	18%	**14%**	-	14%	11%	-	*	-	-	80%	14%	15%
STAAR Cumulative Met Standard	2019	90%	90%	**91%**	-	90%	100%	-	*	-	-	40%	91%	88%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,016
Grade Span: EE - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**78%**	71%	71%	-	-	-	-	-	-	75%	71%	71%
	2018	77%	71%	**74%**	60%	60%	-	-	-	-	-	-	61%	60%	60%
At Meets Grade Level or Above	2019	50%	42%	**48%**	34%	34%	-	-	-	-	-	-	43%	34%	36%
	2018	48%	38%	**40%**	23%	23%	-	-	-	-	-	-	24%	23%	23%
At Masters Grade Level	2019	24%	17%	**25%**	17%	17%	-	-	-	-	-	-	18%	17%	17%
	2018	22%	13%	**14%**	4%	4%	-	-	-	-	-	-	10%	4%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**78%**	68%	68%	-	-	-	-	-	-	77%	68%	70%
	2018	74%	67%	**73%**	53%	53%	-	-	-	-	-	-	68%	53%	56%
At Meets Grade Level or Above	2019	48%	39%	**45%**	30%	30%	-	-	-	-	-	-	32%	30%	30%
	2018	46%	35%	**39%**	20%	20%	-	-	-	-	-	-	16%	20%	19%
At Masters Grade Level	2019	21%	13%	**21%**	12%	12%	-	-	-	-	-	-	13%	12%	12%
	2018	19%	11%	**15%**	3%	3%	-	-	-	-	-	-	4%	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**84%**	80%	80%	-	-	-	-	-	-	80%	80%	80%
	2018	81%	77%	**78%**	68%	68%	-	-	-	-	-	-	77%	68%	70%
At Meets Grade Level or Above	2019	52%	47%	**58%**	51%	51%	-	-	-	-	-	-	60%	51%	52%
	2018	50%	41%	**45%**	28%	28%	-	-	-	-	-	-	42%	28%	31%
At Masters Grade Level	2019	26%	22%	**34%**	29%	29%	-	-	-	-	-	-	27%	29%	28%
	2018	24%	16%	**17%**	7%	7%	-	-	-	-	-	-	19%	7%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**66%**	58%	58%	-	-	-	-	-	-	80%	58%	62%
	2018	66%	61%	**64%**	51%	51%	-	-	-	-	-	-	29%	51%	48%
At Meets Grade Level or Above	2019	38%	31%	**32%**	15%	15%	-	-	-	-	-	-	40%	15%	20%
	2018	41%	33%	**32%**	17%	17%	-	-	-	-	-	-	14%	17%	17%
At Masters Grade Level	2019	14%	10%	**9%**	3%	3%	-	-	-	-	-	-	0%	3%	2%
	2018	13%	5%	**5%**	0%	0%	-	-	-	-	-	-	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**73%**	60%	60%	-	-	-	-	-	-	38%	60%	56%
	2018	80%	73%	**73%**	60%	60%	-	-	-	-	-	-	33%	60%	55%
At Meets Grade Level or Above	2019	54%	44%	**42%**	14%	14%	-	-	-	-	-	-	25%	14%	16%
	2018	51%	40%	**37%**	16%	16%	-	-	-	-	-	-	8%	16%	15%
At Masters Grade Level	2019	25%	16%	**26%**	7%	7%	-	-	-	-	-	-	25%	7%	10%
	2018	23%	13%	**11%**	5%	5%	-	-	-	-	-	-	8%	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	83%	83%	-	-	-	-	-	-	79%	83%	82%
	2018	69%	66%	**67%**	75%	75%	-	-	-	-	-	-	81%	75%	77%
All Grades ELA/Reading	2019	68%	69%	**75%**	73%	73%	-	-	-	-	-	-	81%	73%	75%
	2018	69%	67%	**63%**	76%	76%	-	-	-	-	-	-	71%	76%	75%
All Grades Mathematics	2019	70%	70%	**85%**	92%	92%	-	-	-	-	-	-	78%	92%	89%
	2018	70%	65%	**71%**	75%	75%	-	-	-	-	-	-	92%	75%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**41%**	38%	38%	-	-	-	-	-	-	17%	38%	36%
	2018	38%	39%	**34%**	40%	40%	-	-	-	-	-	-	*	40%	41%
Mathematics	2019	45%	49%	**49%**	50%	50%	-	-	-	-	-	-	33%	50%	47%
	2018	47%	48%	**50%**	50%	50%	-	-	-	-	-	-	*	50%	50%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,028
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	70%	95%	95%	100%	100%	-	100%	93%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	30%	4%	5%	0%	0%	-	0%	6%	4%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	0%	0%	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	29%	97%	94%	100%	100%	-	100%	96%	97%	95%
Not Included in Accountability													
Mobile	4%	4%	**4%**	71%	3%	6%	0%	0%	-	0%	4%	2%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.3%**	96.3%	96.4%	95.8%	*	*	-	*	95.5%	96.1%	96.4%
2017-18	95.4%	95.9%	**96.0%**	94.6%	96.0%	95.4%	96.8%	*	-	*	94.1%	95.6%	95.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1,016	100.0%	11,195	5,479,173	1,016	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	6	0.6%	0.1%	0.3%	6	0.6%	0.2%	0.5%
Pre-Kindergarten	133	13.1%	5.3%	4.5%	133	13.1%	5.3%	4.5%
Kindergarten	128	12.6%	6.3%	7.0%	128	12.6%	6.3%	7.0%
Grade 1	128	12.6%	6.4%	7.1%	128	12.6%	6.4%	7.1%
Grade 2	143	14.1%	6.3%	7.1%	143	14.1%	6.3%	7.1%
Grade 3	138	13.6%	6.8%	7.1%	138	13.6%	6.7%	7.1%
Grade 4	158	15.6%	7.0%	7.3%	158	15.6%	7.0%	7.3%
Grade 5	182	17.9%	7.6%	7.6%	182	17.9%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	9	0.9%	0.3%	12.6%	9	0.9%	0.3%	12.6%
Hispanic	955	94.0%	95.1%	52.8%	955	94.0%	95.0%	52.8%
White	38	3.7%	3.5%	27.0%	38	3.7%	3.5%	27.0%
American Indian	4	0.4%	0.3%	0.4%	4	0.4%	0.3%	0.4%
Asian	3	0.3%	0.1%	4.6%	3	0.3%	0.1%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	6	0.6%	0.6%	2.5%	6	0.6%	0.6%	2.5%
Sex:								
Female	519	51.1%	48.8%	48.8%	519	51.1%	48.8%	48.8%
Male	497	48.9%	51.2%	51.2%	497	48.9%	51.2%	51.2%
Economically Disadvantaged	811	79.8%	86.3%	60.3%	811	79.8%	86.3%	60.2%
Non-Educationally Disadvantaged	205	20.2%	13.7%	39.7%	205	20.2%	13.7%	39.8%
Section 504 Students	10	1.0%	2.3%	6.9%	10	1.0%	2.4%	6.9%
English Learners (EL)	399	39.3%	39.3%	20.3%	399	39.3%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	7	0.7%	0.7%	4.1%	7	0.7%	0.7%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	11	1.1%	1.4%	1.4%	11	1.1%	1.4%	1.4%
Immigrant	9	0.9%	1.2%	2.3%	9	0.9%	1.2%	2.3%
Migrant	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Title I	1,016	100.0%	100.0%	65.1%	1,016	100.0%	100.0%	65.1%
Military Connected	77	7.6%	2.5%	1.9%	77	7.6%	2.5%	1.9%
At-Risk	587	57.8%	62.4%	50.6%	587	57.8%	62.5%	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	374	36.8%	34.6%	20.6%	374	36.8%	34.6%	20.6%
Career & Technical Education	0	0.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	38	3.7%	4.5%	8.1%	38	3.7%	4.5%	8.1%
Special Education	138	13.6%	10.0%	10.5%	138	13.6%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	138							
By Type of Primary Disability								
Students with Intellectual Disabilities	61	44.2%	54.8%	42.4%				
Students with Physical Disabilities	49	35.5%	20.1%	21.4%				
Students with Autism	8	5.8%	8.0%	13.8%				
Students with Behavioral Disabilities	12	8.7%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	8	5.8%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	106	12.6%	12.6%	15.3%				
By Ethnicity:								
African American	5	0.6%						
Hispanic	92	10.9%						
White	9	1.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	145	17.1%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	1.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.0	18.3	19.0
Grade 1	20.8	19.9	18.9
Grade 2	23.0	19.3	18.8
Grade 3	21.3	19.4	19.0
Grade 4	21.7	23.5	19.2
Grade 5	24.2	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	-	16.6	16.4
Foreign Languages	-	21.3	18.7
Mathematics	-	16.9	17.8
Science	-	18.0	18.8
Social Studies	-	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	85.5	100.0%	100.0%	100.0%
Professional Staff:	68.5	80.1%	60.3%	63.7%
Teachers	58.1	67.9%	45.9%	49.4%
Professional Support	7.4	8.7%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	3.5%	2.7%	3.0%
Educational Aides:	17.0	19.9%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	76.5	89.5%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	49.1	84.5%	92.2%	28.1%
White	9.0	15.5%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	2.0	3.4%	30.6%	23.8%
Females	56.1	96.6%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	44.1	75.9%	70.3%	73.4%
Masters	14.0	24.1%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	5.2%	5.4%	7.4%
1-5 Years Experience	18.0	31.0%	31.1%	27.9%
6-10 Years Experience	11.0	18.9%	19.7%	19.4%
11-20 Years Experience	19.6	33.7%	32.7%	29.4%
Over 20 Years Experience	6.5	11.2%	11.1%	15.9%
Number of Students per Teacher	17.5	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	5.2	6.2
Average Years Experience of Principals with District	5.0	4.3	5.3
Average Years Experience of Assistant Principals	3.5	4.8	5.3
Average Years Experience of Assistant Principals with District	2.5	4.1	4.7
Average Years Experience of Teachers:	10.5	10.3	11.1
Average Years Experience of Teachers with District:	8.4	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,526	$51,813	$49,868
1-5 Years Experience	$53,329	$52,889	$52,823
6-10 Years Experience	$54,506	$54,748	$55,756
11-20 Years Experience	$57,535	$58,129	$59,308
Over 20 Years Experience	$66,769	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,431	$56,342	$57,091
Professional Support	$61,142	$68,378	$67,352
Campus Administration (School Leadership)	$86,922	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: DESERT HILLS EL
Campus Number: 071901103

Total Students: 1,016
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	18.5	31.9%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.9	3.3%	2.0%	2.8%
Gifted & Talented Education	0.4	0.7%	0.3%	1.9%
Regular Education	31.2	53.7%	62.5%	70.9%
Special Education	6.0	10.3%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **MONTANA VISTA EL**

Campus Number: **071901104**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**69%**	-	68%	*	*	-	-	-	29%	57%	68%	77%	67%	59%
	2018	77%	70%	**56%**	-	55%	*	*	-	-	-	15%	67%	55%	58%	55%	53%
At Meets Grade Level or Above	2019	45%	36%	**33%**	-	34%	*	*	-	-	-	29%	29%	32%	38%	31%	27%
	2018	43%	31%	**18%**	-	18%	*	*	-	-	-	8%	17%	16%	25%	17%	13%
At Masters Grade Level	2019	27%	20%	**20%**	-	21%	*	*	-	-	-	0%	29%	21%	15%	19%	10%
	2018	25%	13%	**6%**	-	7%	*	*	-	-	-	0%	0%	7%	0%	5%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**83%**	-	83%	*	*	-	-	-	29%	71%	83%	85%	82%	82%
	2018	78%	71%	**57%**	-	58%	*	*	-	-	-	36%	38%	58%	50%	58%	58%
At Meets Grade Level or Above	2019	49%	46%	**60%**	-	60%	*	*	-	-	-	14%	43%	63%	38%	56%	55%
	2018	47%	41%	**30%**	-	30%	*	*	-	-	-	14%	38%	30%	33%	30%	37%
At Masters Grade Level	2019	25%	21%	**30%**	-	30%	*	*	-	-	-	0%	43%	31%	23%	29%	24%
	2018	23%	19%	**13%**	-	13%	*	*	-	-	-	7%	25%	13%	17%	13%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	67%	**54%**	-	53%	*	*	-	-	-	9%	57%	56%	38%	53%	53%
	2018	73%	62%	**76%**	-	77%	*	-	-	-	-	64%	100%	77%	70%	74%	71%
At Meets Grade Level or Above	2019	44%	35%	**25%**	-	26%	*	*	-	-	-	9%	14%	27%	15%	23%	25%
	2018	46%	34%	**46%**	-	48%	*	-	-	-	-	45%	50%	48%	40%	44%	43%
At Masters Grade Level	2019	22%	15%	**11%**	-	12%	*	*	-	-	-	9%	0%	12%	8%	9%	9%
	2018	24%	13%	**17%**	-	18%	*	-	-	-	-	0%	33%	19%	10%	17%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**66%**	-	65%	*	*	-	-	-	18%	43%	69%	46%	66%	56%
	2018	78%	70%	**86%**	-	87%	*	-	-	-	-	69%	100%	89%	79%	86%	84%
At Meets Grade Level or Above	2019	48%	45%	**42%**	-	42%	*	*	-	-	-	9%	29%	43%	38%	41%	39%
	2018	49%	37%	**60%**	-	61%	*	-	-	-	-	62%	83%	61%	58%	58%	53%
At Masters Grade Level	2019	28%	24%	**27%**	-	27%	*	*	-	-	-	9%	29%	28%	23%	26%	23%
	2018	27%	17%	**32%**	-	33%	*	-	-	-	-	8%	33%	34%	25%	29%	33%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**59%**	-	58%	*	*	-	-	-	18%	29%	59%	54%	58%	52%
	2018	63%	58%	**64%**	-	65%	*	-	-	-	-	46%	83%	69%	50%	63%	64%
At Meets Grade Level or Above	2019	35%	29%	**23%**	-	24%	*	*	-	-	-	9%	14%	26%	8%	22%	22%
	2018	39%	33%	**42%**	-	42%	*	-	-	-	-	46%	50%	45%	33%	40%	39%
At Masters Grade Level	2019	11%	7%	**6%**	-	6%	*	*	-	-	-	9%	0%	6%	8%	5%	6%
	2018	11%	4%	**5%**	-	5%	*	-	-	-	-	0%	17%	7%	0%	6%	5%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**85%**	-	84%	*	-	-	-	*	50%	86%	86%	81%	85%	82%
	2018	84%	73%	**68%**	-	68%	*	-	-	-	-	59%	*	73%	56%	68%	67%
At Meets Grade Level or Above	2019	54%	40%	**47%**	-	48%	*	-	-	-	*	50%	57%	55%	26%	46%	42%
	2018	54%	38%	**30%**	-	30%	*	-	-	-	-	18%	*	30%	30%	30%	27%
At Masters Grade Level	2019	29%	17%	**23%**	-	24%	*	-	-	-	*	20%	14%	28%	11%	22%	24%
	2018	26%	14%	**8%**	-	9%	*	-	-	-	-	0%	*	8%	11%	9%	8%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**93%**	-	93%	*	-	-	-	*	60%	100%	93%	93%	92%	93%
	2018	91%	87%	**80%**	-	80%	*	-	-	-	-	53%	*	83%	74%	81%	81%
At Meets Grade Level or Above	2019	58%	57%	**65%**	-	66%	*	-	-	-	*	30%	100%	76%	37%	65%	66%
	2018	58%	51%	**48%**	-	48%	*	-	-	-	-	29%	*	53%	33%	48%	48%
At Masters Grade Level	2019	36%	35%	**35%**	-	35%	*	-	-	-	*	10%	43%	39%	22%	33%	33%
	2018	30%	22%	**16%**	-	16%	*	-	-	-	-	6%	*	18%	11%	15%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	**74%**	-	74%	*	-	-	-	*	50%	86%	79%	63%	73%	70%
	2018	76%	65%	**57%**	-	57%	*	-	-	-	-	41%	*	60%	48%	56%	51%
At Meets Grade Level or Above	2019	49%	39%	**38%**	-	38%	*	-	-	-	*	50%	43%	44%	22%	36%	32%
	2018	41%	31%	**27%**	-	28%	*	-	-	-	-	29%	*	30%	19%	27%	25%
At Masters Grade Level	2019	24%	17%	**14%**	-	15%	*	-	-	-	*	10%	29%	19%	4%	13%	11%
	2018	17%	9%	**6%**	-	6%	*	-	-	-	-	6%	*	6%	4%	6%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**73%**	-	72%	100%	63%	-	-	*	32%	66%	73%	71%	72%	68%
	2018	77%	71%	**68%**	-	68%	63%	33%	-	-	-	48%	77%	70%	61%	67%	66%
At Meets Grade Level or Above	2019	50%	42%	**42%**	-	42%	27%	25%	-	-	*	25%	41%	45%	28%	40%	38%
	2018	48%	38%	**37%**	-	38%	26%	17%	-	-	-	30%	48%	38%	34%	36%	36%
At Masters Grade Level	2019	24%	17%	**21%**	-	21%	0%	13%	-	-	*	9%	23%	22%	14%	19%	18%
	2018	22%	13%	**13%**	-	13%	0%	17%	-	-	-	3%	23%	14%	10%	12%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**69%**	-	68%	*	*	-	-	*	29%	67%	69%	70%	68%	66%
	2018	74%	67%	**66%**	-	66%	71%	*	-	-	-	46%	81%	67%	61%	65%	64%
At Meets Grade Level or Above	2019	48%	39%	**35%**	-	36%	*	*	-	-	*	29%	33%	37%	26%	33%	32%
	2018	46%	35%	**30%**	-	31%	14%	*	-	-	-	22%	31%	30%	32%	30%	27%
At Masters Grade Level	2019	21%	13%	**18%**	-	19%	*	*	-	-	*	11%	14%	20%	11%	16%	15%
	2018	19%	11%	**10%**	-	11%	0%	*	-	-	-	0%	13%	11%	8%	10%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**80%**	-	80%	*	*	-	-	*	36%	71%	81%	79%	80%	77%
	2018	81%	77%	**74%**	-	75%	71%	*	-	-	-	52%	72%	75%	71%	75%	74%
At Meets Grade Level or Above	2019	52%	47%	**56%**	-	56%	*	*	-	-	*	18%	57%	60%	38%	54%	53%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	41%	**46%**	-	46%	43%	*	-	-	-	34%	61%	46%	43%	45%	46%
At Masters Grade Level	2019	26%	22%	**31%**	-	31%	*	*	-	-	*	7%	38%	32%	23%	29%	27%
	2018	24%	16%	**20%**	-	20%	0%	*	-	-	-	7%	33%	20%	17%	19%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**59%**	-	58%	*	*	-	-	-	18%	29%	59%	54%	58%	52%
	2018	66%	61%	**64%**	-	65%	*	-	-	-	-	46%	83%	69%	50%	63%	64%
At Meets Grade Level or Above	2019	38%	31%	**23%**	-	24%	*	*	-	-	-	9%	14%	26%	8%	22%	22%
	2018	41%	33%	**42%**	-	42%	*	-	-	-	-	46%	50%	45%	33%	40%	39%
At Masters Grade Level	2019	14%	10%	**6%**	-	6%	*	*	-	-	-	9%	0%	6%	8%	5%	6%
	2018	13%	5%	**5%**	-	5%	*	-	-	-	-	0%	17%	7%	0%	6%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**74%**	-	74%	*	-	-	-	*	50%	86%	79%	63%	73%	70%
	2018	80%	73%	**57%**	-	57%	*	-	-	-	-	41%	*	60%	48%	56%	51%
At Meets Grade Level or Above	2019	54%	44%	**38%**	-	38%	*	-	-	-	*	50%	43%	44%	22%	36%	32%
	2018	51%	40%	**27%**	-	28%	*	-	-	-	-	29%	*	30%	19%	27%	25%
At Masters Grade Level	2019	25%	16%	**14%**	-	15%	*	-	-	-	*	10%	29%	19%	4%	13%	11%
	2018	23%	13%	**6%**	-	6%	*	-	-	-	-	6%	*	6%	4%	6%	8%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**69**	-	68	*	*	-	-	-	57	50	71	50	66	73
	2018	63	57	**60**	-	60	*	-	-	-	-	69	*	58	68	61	60
Grade 4 Mathematics	2019	65	66	**79**	-	79	*	*	-	-	-	82	86	78	85	79	72
	2018	65	52	**68**	-	68	*	-	-	-	-	50	67	72	58	67	66
Grade 5 ELA/Reading	2019	81	81	**84**	-	84	*	-	-	-	-	75	64	84	85	84	87
	2018	80	78	**81**	-	82	*	-	-	-	-	84	*	80	83	81	80
Grade 5 Mathematics	2019	83	89	**82**	-	82	*	-	-	-	-	70	71	83	81	82	81
	2018	81	83	**74**	-	75	*	-	-	-	-	76	*	72	81	74	78
All Grades Both Subjects	2019	69	69	**79**	-	79	83	*	-	-	-	72	69	79	79	78	79
	2018	69	66	**72**	-	73	56	-	-	-	-	72	75	72	73	72	72
All Grades ELA/Reading	2019	68	69	**77**	-	77	*	*	-	-	-	68	58	78	75	76	81
	2018	69	67	**73**	-	74	*	-	-	-	-	79	75	72	78	74	73
All Grades Mathematics	2019	70	70	**81**	-	81	*	*	-	-	-	76	79	81	82	81	76
	2018	70	65	**71**	-	72	50	-	-	-	-	66	75	72	70	71	72

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**39%**	-	40%	-	*	-	-	-	0%	39%	50%
	2018	38%	39%	**33%**	-	33%	*	-	-	-	-	*	33%	32%
Mathematics	2019	45%	49%	**47%**	-	47%	*	*	-	-	-	23%	46%	38%
	2018	47%	48%	**44%**	-	42%	*	-	-	-	-	35%	45%	43%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	71%	**76%**	-	76%	*	-	-	-	*	29%	75%	61%
Students Requiring Accelerated Instruction	2019	22%	29%	**24%**	-	24%	*	-	-	-	*	71%	25%	39%
STAAR Cumulative Met Standard	2019	86%	80%	**84%**	-	84%	*	-	-	-	*	29%	84%	76%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**89%**	-	88%	*	-	-	-	*	57%	88%	80%
Students Requiring Accelerated Instruction	2019	17%	18%	**11%**	-	12%	*	-	-	-	*	43%	12%	20%
STAAR Cumulative Met Standard	2019	90%	90%	**94%**	-	94%	*	-	-	-	*	57%	93%	91%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 568
Grade Span: PK - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**73%**	59%	59%	-	-	-	-	-	-	87%	59%	63%
	2018	77%	71%	**68%**	56%	56%	-	-	-	-	-	-	66%	56%	57%
At Meets Grade Level or Above	2019	50%	42%	**42%**	27%	27%	-	-	-	-	-	-	48%	27%	30%
	2018	48%	38%	**37%**	24%	24%	-	-	-	-	-	-	37%	24%	25%
At Masters Grade Level	2019	24%	17%	**21%**	11%	11%	-	-	-	-	-	-	18%	11%	12%
	2018	22%	13%	**13%**	7%	7%	-	-	-	-	-	-	3%	7%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**69%**	57%	57%	-	-	-	-	-	-	83%	57%	61%
	2018	74%	67%	**66%**	52%	52%	-	-	-	-	-	-	69%	52%	54%
At Meets Grade Level or Above	2019	48%	39%	**35%**	20%	20%	-	-	-	-	-	-	35%	20%	22%
	2018	46%	35%	**30%**	16%	16%	-	-	-	-	-	-	31%	16%	18%
At Masters Grade Level	2019	21%	13%	**18%**	8%	8%	-	-	-	-	-	-	13%	8%	8%
	2018	19%	11%	**10%**	4%	4%	-	-	-	-	-	-	0%	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**80%**	70%	70%	-	-	-	-	-	-	87%	70%	73%
	2018	81%	77%	**74%**	67%	67%	-	-	-	-	-	-	71%	67%	68%
At Meets Grade Level or Above	2019	52%	47%	**56%**	42%	42%	-	-	-	-	-	-	65%	42%	46%
	2018	50%	41%	**46%**	34%	34%	-	-	-	-	-	-	57%	34%	36%
At Masters Grade Level	2019	26%	22%	**31%**	20%	20%	-	-	-	-	-	-	22%	20%	21%
	2018	24%	16%	**20%**	13%	13%	-	-	-	-	-	-	7%	13%	12%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**59%**	44%	44%	-	-	-	-	-	-	80%	44%	47%
	2018	66%	61%	**64%**	49%	49%	-	-	-	-	-	-	57%	49%	50%
At Meets Grade Level or Above	2019	38%	31%	**23%**	17%	17%	-	-	-	-	-	-	20%	17%	17%
	2018	41%	33%	**42%**	21%	21%	-	-	-	-	-	-	14%	21%	20%
At Masters Grade Level	2019	14%	10%	**6%**	4%	4%	-	-	-	-	-	-	0%	4%	3%
	2018	13%	5%	**5%**	0%	0%	-	-	-	-	-	-	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**74%**	44%	44%	-	-	-	-	-	-	100%	44%	57%
	2018	80%	73%	**57%**	36%	36%	-	-	-	-	-	-	*	36%	37%
At Meets Grade Level or Above	2019	54%	44%	**38%**	11%	11%	-	-	-	-	-	-	50%	11%	20%
	2018	51%	40%	**27%**	14%	14%	-	-	-	-	-	-	*	14%	15%
At Masters Grade Level	2019	25%	16%	**14%**	0%	0%	-	-	-	-	-	-	30%	0%	7%
	2018	23%	13%	**6%**	2%	2%	-	-	-	-	-	-	*	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	76%	76%	-	-	-	-	-	-	83%	76%	78%
	2018	69%	66%	**72%**	72%	72%	-	-	-	-	-	-	74%	72%	72%
All Grades ELA/Reading	2019	68%	69%	**77%**	82%	82%	-	-	-	-	-	-	80%	82%	81%
	2018	69%	67%	**73%**	82%	82%	-	-	-	-	-	-	80%	82%	82%
All Grades Mathematics	2019	70%	70%	**81%**	73%	73%	-	-	-	-	-	-	87%	73%	75%
	2018	70%	65%	**71%**	67%	67%	-	-	-	-	-	-	68%	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**39%**	47%	47%	-	-	-	-	-	-	*	47%	50%
	2018	38%	39%	**33%**	29%	29%	-	-	-	-	-	-	*	29%	32%
Mathematics	2019	45%	49%	**47%**	32%	32%	-	-	-	-	-	-	*	32%	38%
	2018	47%	48%	**44%**	45%	45%	-	-	-	-	-	-	*	45%	43%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 617
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	100%	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**94%**	-	94%	100%	100%	-	-	*	93%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	-	5%	0%	0%	-	-	*	7%	5%	5%
Other Exclusions	1%	2%	**1%**	-	1%	0%	0%	-	-	*	0%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	0%	0%	-	-	*	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	0%	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	0%	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	100%	*	-	*	100%	100%	100%
Included in Accountability	94%	95%	**92%**	-	93%	100%	100%	*	-	*	97%	93%	89%
Not Included in Accountability													
Mobile	4%	4%	**6%**	-	5%	0%	0%	*	-	*	3%	4%	7%
Other Exclusions	1%	1%	**2%**	-	2%	0%	0%	*	-	*	0%	2%	4%
Not Tested	1%	0%	**0%**	-	0%	0%	0%	*	-	*	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	0%	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	0%	*	-	*	0%	0%	0%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**95.8%**	*	95.7%	96.9%	94.7%	-	-	*	94.4%	95.7%	95.8%
2017-18	95.4%	95.9%	**95.8%**	-	95.8%	96.8%	*	*	-	*	94.9%	95.8%	95.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
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Total Students: 568
Grade Span: PK - 05
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
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Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
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Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	568	100.0%	11,195	5,479,173	568	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	71	12.5%	5.3%	4.5%	71	12.5%	5.3%	4.5%
Kindergarten	81	14.3%	6.3%	7.0%	81	14.3%	6.3%	7.0%
Grade 1	77	13.6%	6.4%	7.1%	77	13.6%	6.4%	7.1%
Grade 2	66	11.6%	6.3%	7.1%	66	11.6%	6.3%	7.1%
Grade 3	85	15.0%	6.8%	7.1%	85	15.0%	6.7%	7.1%
Grade 4	82	14.4%	7.0%	7.3%	82	14.4%	7.0%	7.3%
Grade 5	106	18.7%	7.6%	7.6%	106	18.7%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	3	0.5%	0.3%	12.6%	3	0.5%	0.3%	12.6%
Hispanic	537	94.5%	95.1%	52.8%	537	94.5%	95.0%	52.8%
White	17	3.0%	3.5%	27.0%	17	3.0%	3.5%	27.0%
American Indian	9	1.6%	0.3%	0.4%	9	1.6%	0.3%	0.4%
Asian	1	0.2%	0.1%	4.6%	1	0.2%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.5%	1	0.2%	0.6%	2.5%
Sex:								
Female	278	48.9%	48.8%	48.8%	278	48.9%	48.8%	48.8%
Male	290	51.1%	51.2%	51.2%	290	51.1%	51.2%	51.2%
Economically Disadvantaged	538	94.7%	86.3%	60.3%	538	94.7%	86.3%	60.2%
Non-Educationally Disadvantaged	30	5.3%	13.7%	39.7%	30	5.3%	13.7%	39.8%
Section 504 Students	16	2.8%	2.3%	6.9%	16	2.8%	2.4%	6.9%
English Learners (EL)	303	53.3%	39.3%	20.3%	303	53.3%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	5	0.9%	0.7%	4.1%	5	0.9%	0.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	21	3.7%	1.4%	1.4%	21	3.7%	1.4%	1.4%
Immigrant	14	2.5%	1.2%	2.3%	14	2.5%	1.2%	2.3%
Migrant	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Title I	568	100.0%	100.0%	65.1%	568	100.0%	100.0%	65.1%
Military Connected	10	1.8%	2.5%	1.9%	10	1.8%	2.5%	1.9%
At-Risk	404	71.1%	62.4%	50.6%	404	71.1%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	266	46.8%	34.6%	20.6%	266	46.8%	34.6%	20.6%
Career & Technical Education	0	0.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	34	6.0%	4.5%	8.1%	34	6.0%	4.5%	8.1%
Special Education	70	12.3%	10.0%	10.5%	70	12.3%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	47.1%	54.8%	42.4%				
Students with Physical Disabilities	22	31.4%	20.1%	21.4%				
Students with Autism	6	8.6%	8.0%	13.8%				
Students with Behavioral Disabilities	9	12.9%	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	64	13.1%	12.6%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	57	11.6%						
White	2	0.4%						
American Indian	1	0.2%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	91	17.6%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	1.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.1	18.3	19.0
Grade 1	18.0	19.9	18.9
Grade 2	16.0	19.3	18.8
Grade 3	23.0	19.4	19.0
Grade 4	17.0	23.5	19.2
Grade 5	16.3	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	-	16.6	16.4
Foreign Languages	-	21.3	18.7
Mathematics	-	16.9	17.8
Science	-	18.0	18.8
Social Studies	-	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	59.5	100.0%	100.0%	100.0%
Professional Staff:	47.5	79.8%	60.3%	63.7%
Teachers	38.5	64.7%	45.9%	49.4%
Professional Support	6.0	10.1%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	5.0%	2.7%	3.0%
Educational Aides:	12.0	20.2%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	31.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	57.5	96.6%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	0.6%	10.8%
Hispanic	36.5	94.8%	92.2%	28.1%
White	1.0	2.6%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	4.0	10.4%	30.6%	23.8%
Females	34.5	89.6%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	26.5	68.8%	70.3%	73.4%
Masters	12.0	31.2%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.2%	5.4%	7.4%
1-5 Years Experience	8.0	20.8%	31.1%	27.9%
6-10 Years Experience	7.0	18.2%	19.7%	19.4%
11-20 Years Experience	16.5	42.9%	32.7%	29.4%
Over 20 Years Experience	5.0	13.0%	11.1%	15.9%
Number of Students per Teacher	14.8	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.2	6.2
Average Years Experience of Principals with District	4.0	4.3	5.3
Average Years Experience of Assistant Principals	7.5	4.8	5.3
Average Years Experience of Assistant Principals with District	7.5	4.1	4.7
Average Years Experience of Teachers:	11.6	10.3	11.1
Average Years Experience of Teachers with District:	7.3	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,014	$51,813	$49,868
1-5 Years Experience	$53,003	$52,889	$52,823
6-10 Years Experience	$54,466	$54,748	$55,756
11-20 Years Experience	$57,707	$58,129	$59,308
Over 20 Years Experience	$64,301	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,545	$56,342	$57,091
Professional Support	$62,253	$68,378	$67,352
Campus Administration (School Leadership)	$84,724	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: MONTANA VISTA EL
Campus Number: 071901104

Total Students: 568
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	16.6	43.2%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.4	3.6%	2.0%	2.8%
Gifted & Talented Education	0.1	0.3%	0.3%	1.9%
Regular Education	18.3	47.6%	62.5%	70.9%
Special Education	2.0	5.3%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **FRANK MACIAS EL**

Campus Number: **071901105**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**66%**	-	66%	*	*	-	-	-	44%	*	64%	74%	66%	60%
	2018	77%	70%	**65%**	*	64%	*	-	-	-	-	25%	*	64%	68%	64%	57%
At Meets Grade Level or Above	2019	45%	36%	**25%**	-	25%	*	*	-	-	-	31%	*	22%	32%	23%	20%
	2018	43%	31%	**24%**	*	24%	*	-	-	-	-	17%	*	26%	16%	21%	13%
At Masters Grade Level	2019	27%	20%	**12%**	-	13%	*	*	-	-	-	0%	*	12%	13%	10%	12%
	2018	25%	13%	**11%**	*	11%	*	-	-	-	-	0%	*	11%	11%	10%	3%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**75%**	-	75%	*	*	-	-	-	38%	*	74%	77%	74%	73%
	2018	78%	71%	**73%**	*	73%	*	-	-	-	-	62%	*	70%	82%	73%	70%
At Meets Grade Level or Above	2019	49%	46%	**39%**	-	39%	*	*	-	-	-	31%	*	41%	35%	38%	44%
	2018	47%	41%	**46%**	*	45%	*	-	-	-	-	15%	*	49%	37%	44%	43%
At Masters Grade Level	2019	25%	21%	**11%**	-	12%	*	*	-	-	-	13%	*	9%	19%	11%	12%
	2018	23%	19%	**25%**	*	25%	*	-	-	-	-	0%	*	28%	16%	24%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	67%	**69%**	-	69%	*	-	-	-	-	32%	*	75%	55%	68%	71%
	2018	73%	62%	**46%**	-	45%	63%	-	-	-	-	36%	*	50%	34%	43%	40%
At Meets Grade Level or Above	2019	44%	35%	**39%**	-	39%	*	-	-	-	-	21%	*	41%	34%	38%	36%
	2018	46%	34%	**23%**	-	23%	13%	-	-	-	-	29%	*	24%	17%	21%	19%
At Masters Grade Level	2019	22%	15%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	11%	13%	8%
	2018	24%	13%	**9%**	-	9%	13%	-	-	-	-	0%	*	9%	7%	7%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**73%**	-	73%	*	-	-	-	-	47%	*	75%	68%	74%	76%
	2018	78%	70%	**60%**	-	60%	63%	-	-	-	*	40%	*	66%	40%	58%	59%
At Meets Grade Level or Above	2019	48%	45%	**45%**	-	46%	*	-	-	-	-	16%	*	51%	32%	46%	46%
	2018	49%	37%	**25%**	-	25%	25%	-	-	-	*	27%	*	29%	14%	24%	28%
At Masters Grade Level	2019	28%	24%	**19%**	-	19%	*	-	-	-	-	0%	*	23%	11%	20%	20%
	2018	27%	17%	**8%**	-	8%	0%	-	-	-	*	0%	*	8%	7%	7%	10%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**59%**	-	58%	*	-	-	-	-	21%	*	63%	49%	58%	61%
	2018	63%	58%	**53%**	-	53%	63%	-	-	-	*	33%	*	57%	42%	54%	52%
At Meets Grade Level or Above	2019	35%	29%	**28%**	-	28%	*	-	-	-	-	5%	*	33%	17%	26%	27%
	2018	39%	33%	**30%**	-	30%	38%	-	-	-	*	33%	*	33%	21%	30%	32%
At Masters Grade Level	2019	11%	7%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	1%
	2018	11%	4%	**3%**	-	2%	13%	-	-	-	*	7%	*	2%	5%	3%	4%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**79%**	-	79%	*	*	-	-	*	50%	*	81%	73%	78%	77%
	2018	84%	73%	**71%**	-	71%	80%	-	-	-	-	50%	*	73%	67%	71%	67%
At Meets Grade Level or Above	2019	54%	40%	**34%**	-	35%	*	*	-	-	*	25%	*	37%	27%	31%	28%
	2018	54%	38%	**40%**	-	40%	40%	-	-	-	-	25%	*	41%	35%	38%	39%
At Masters Grade Level	2019	29%	17%	**12%**	-	13%	*	*	-	-	*	5%	*	14%	7%	11%	12%
	2018	26%	14%	**16%**	-	16%	20%	-	-	-	-	0%	*	16%	16%	16%	11%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**90%**	-	91%	*	*	-	-	*	75%	*	93%	82%	90%	91%
	2018	91%	87%	**88%**	-	88%	100%	-	-	-	-	77%	*	90%	81%	88%	89%
At Meets Grade Level or Above	2019	58%	57%	**49%**	-	50%	*	*	-	-	*	30%	*	51%	43%	47%	52%
	2018	58%	51%	**43%**	-	42%	60%	-	-	-	-	23%	*	45%	35%	42%	43%
At Masters Grade Level	2019	36%	35%	**30%**	-	31%	*	*	-	-	*	10%	*	32%	23%	28%	32%
	2018	30%	22%	**21%**	-	22%	0%	-	-	-	-	0%	*	22%	19%	22%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	**67%**	-	67%	*	*	-	-	*	40%	*	73%	50%	66%	65%
	2018	76%	65%	**60%**	-	60%	60%	-	-	-	-	23%	*	63%	51%	60%	60%
At Meets Grade Level or Above	2019	49%	39%	**38%**	-	38%	*	*	-	-	*	25%	*	42%	27%	35%	37%
	2018	41%	31%	**27%**	-	27%	40%	-	-	-	-	23%	*	27%	28%	26%	24%
At Masters Grade Level	2019	24%	17%	**11%**	-	12%	*	*	-	-	*	10%	*	13%	7%	8%	10%
	2018	17%	9%	**9%**	-	9%	0%	-	-	-	-	0%	*	7%	14%	8%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**73%**	-	73%	71%	71%	-	-	67%	44%	48%	76%	65%	72%	73%
	2018	77%	71%	**65%**	*	64%	72%	-	-	-	*	43%	63%	67%	58%	64%	62%
At Meets Grade Level or Above	2019	50%	42%	**38%**	-	38%	35%	43%	-	-	17%	23%	12%	40%	31%	36%	37%
	2018	48%	38%	**32%**	*	32%	33%	-	-	-	*	24%	30%	34%	25%	31%	30%
At Masters Grade Level	2019	24%	17%	**14%**	-	14%	0%	0%	-	-	0%	5%	0%	15%	11%	13%	14%
	2018	22%	13%	**13%**	*	13%	9%	-	-	-	*	1%	15%	13%	12%	12%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**72%**	-	72%	67%	*	-	-	*	42%	44%	74%	66%	71%	71%
	2018	74%	67%	**61%**	*	60%	73%	-	-	-	-	37%	67%	62%	56%	60%	55%
At Meets Grade Level or Above	2019	48%	39%	**33%**	-	33%	17%	*	-	-	*	25%	0%	34%	31%	31%	29%
	2018	46%	35%	**29%**	*	29%	20%	-	-	-	-	24%	33%	31%	23%	27%	25%
At Masters Grade Level	2019	21%	13%	**12%**	-	13%	0%	*	-	-	*	4%	0%	13%	10%	11%	11%
	2018	19%	11%	**12%**	*	12%	13%	-	-	-	-	0%	22%	12%	12%	11%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**80%**	-	80%	67%	*	-	-	*	55%	56%	82%	75%	80%	81%
	2018	81%	77%	**74%**	*	74%	80%	-	-	-	*	59%	80%	76%	67%	73%	73%
At Meets Grade Level or Above	2019	52%	47%	**45%**	-	45%	50%	*	-	-	*	25%	22%	48%	37%	44%	48%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	41%	**38%**	*	38%	40%	-	-	-	*	22%	30%	41%	28%	36%	38%
At Masters Grade Level	2019	26%	22%	**21%**	-	22%	0%	*	-	-	*	7%	0%	23%	17%	21%	23%
	2018	24%	16%	**18%**	*	18%	7%	-	-	-	*	0%	20%	19%	14%	17%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**59%**	-	58%	*	-	-	-	-	21%	*	63%	49%	58%	61%
	2018	66%	61%	**53%**	-	53%	63%	-	-	-	*	33%	*	57%	42%	54%	52%
At Meets Grade Level or Above	2019	38%	31%	**28%**	-	28%	*	-	-	-	-	5%	*	33%	17%	26%	27%
	2018	41%	33%	**30%**	-	30%	38%	-	-	-	*	33%	*	33%	21%	30%	32%
At Masters Grade Level	2019	14%	10%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	1%
	2018	13%	5%	**3%**	-	2%	13%	-	-	-	*	7%	*	2%	5%	3%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**67%**	-	67%	*	*	-	-	*	40%	*	73%	50%	66%	65%
	2018	80%	73%	**60%**	-	60%	60%	-	-	-	-	23%	*	63%	51%	60%	60%
At Meets Grade Level or Above	2019	54%	44%	**38%**	-	38%	*	*	-	-	*	25%	*	42%	27%	35%	37%
	2018	51%	40%	**27%**	-	27%	40%	-	-	-	-	23%	*	27%	28%	26%	24%
At Masters Grade Level	2019	25%	16%	**11%**	-	12%	*	*	-	-	*	10%	*	13%	7%	8%	10%
	2018	23%	13%	**9%**	-	9%	0%	-	-	-	-	0%	*	7%	14%	8%	7%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**71**	-	71	*	-	-	-	-	76	*	72	68	72	76
	2018	63	57	**47**	-	47	44	-	-	-	-	39	*	50	32	45	49
Grade 4 Mathematics	2019	65	66	**63**	-	64	*	-	-	-	-	62	*	66	58	65	69
	2018	65	52	**38**	-	38	50	-	-	-	*	57	*	38	40	39	43
Grade 5 ELA/Reading	2019	81	81	**86**	-	85	*	*	-	-	*	88	*	86	86	86	87
	2018	80	78	**84**	-	83	100	-	-	-	-	92	*	84	81	84	84
Grade 5 Mathematics	2019	83	89	**92**	-	92	*	*	-	-	*	90	*	93	87	92	94
	2018	81	83	**86**	-	87	80	-	-	-	-	96	*	88	82	87	88
All Grades Both Subjects	2019	69	69	**79**	-	79	80	*	-	-	*	80	86	81	74	80	82
	2018	69	66	**64**	-	64	63	-	-	-	*	69	60	65	61	65	66
All Grades ELA/Reading	2019	68	69	**79**	-	79	80	*	-	-	*	82	86	80	77	80	82
	2018	69	67	**66**	-	66	65	-	-	-	-	63	57	68	59	66	67
All Grades Mathematics	2019	70	70	**79**	-	79	80	*	-	-	*	77	86	81	72	80	83
	2018	70	65	**63**	-	63	62	-	-	-	*	75	63	63	62	63	66

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**52%**	-	53%	*	-	-	-	*	21%	52%	53%
	2018	38%	39%	**32%**	-	31%	*	-	-	-	-	*	32%	25%
Mathematics	2019	45%	49%	**58%**	-	58%	*	-	-	-	*	50%	60%	58%
	2018	47%	48%	**48%**	-	47%	*	-	-	-	*	37%	49%	43%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	71%	**67%**	-	67%	*	*	-	-	*	19%	66%	56%
Students Requiring Accelerated Instruction	2019	22%	29%	**33%**	-	33%	*	*	-	-	*	81%	34%	44%
STAAR Cumulative Met Standard	2019	86%	80%	**78%**	-	78%	*	*	-	-	*	38%	77%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**78%**	-	78%	*	*	-	-	*	38%	76%	72%
Students Requiring Accelerated Instruction	2019	17%	18%	**22%**	-	22%	*	*	-	-	*	63%	24%	28%
STAAR Cumulative Met Standard	2019	90%	90%	**90%**	-	90%	*	*	-	-	*	69%	90%	89%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 1,023
Grade Span: EE - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**73%**	68%	68%	-	-	-	*	*	-	68%	68%	68%
	2018	77%	71%	**65%**	52%	52%	*	-	*	-	-	-	46%	52%	52%
At Meets Grade Level or Above	2019	50%	42%	**38%**	32%	32%	-	-	-	*	*	-	32%	32%	32%
	2018	48%	38%	**32%**	21%	21%	*	-	*	-	-	-	13%	21%	20%
At Masters Grade Level	2019	24%	17%	**14%**	10%	10%	-	-	-	*	*	-	12%	10%	10%
	2018	22%	13%	**13%**	7%	7%	*	-	*	-	-	-	3%	7%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**72%**	66%	66%	-	-	-	*	*	-	68%	66%	66%
	2018	74%	67%	**61%**	43%	43%	*	-	*	-	-	-	46%	43%	43%
At Meets Grade Level or Above	2019	48%	39%	**33%**	21%	21%	-	-	-	*	*	-	29%	22%	23%
	2018	46%	35%	**29%**	13%	13%	*	-	*	-	-	-	11%	13%	13%
At Masters Grade Level	2019	21%	13%	**12%**	6%	6%	-	-	-	*	*	-	9%	6%	6%
	2018	19%	11%	**12%**	2%	2%	*	-	*	-	-	-	0%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**80%**	78%	78%	-	-	-	*	*	-	82%	78%	78%
	2018	81%	77%	**74%**	66%	66%	*	-	*	-	-	-	60%	66%	65%
At Meets Grade Level or Above	2019	52%	47%	**45%**	44%	44%	-	-	-	*	*	-	47%	44%	44%
	2018	50%	41%	**38%**	31%	30%	*	-	*	-	-	-	20%	31%	30%
At Masters Grade Level	2019	26%	22%	**21%**	19%	19%	-	-	-	*	*	-	21%	18%	19%
	2018	24%	16%	**18%**	13%	13%	*	-	*	-	-	-	7%	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**59%**	58%	58%	-	-	-	-	-	-	50%	58%	57%
	2018	66%	61%	**53%**	47%	46%	-	-	*	-	-	-	0%	47%	42%
At Meets Grade Level or Above	2019	38%	31%	**28%**	25%	25%	-	-	-	-	-	-	0%	25%	21%
	2018	41%	33%	**30%**	25%	24%	-	-	*	-	-	-	0%	25%	23%
At Masters Grade Level	2019	14%	10%	**1%**	1%	1%	-	-	-	-	-	-	0%	1%	1%
	2018	13%	5%	**3%**	5%	5%	-	-	*	-	-	-	0%	5%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**67%**	56%	56%	-	-	-	*	*	-	56%	57%	57%
	2018	80%	73%	**60%**	43%	42%	*	-	-	-	-	-	50%	43%	44%
At Meets Grade Level or Above	2019	54%	44%	**38%**	34%	34%	-	-	-	*	*	-	28%	34%	33%
	2018	51%	40%	**27%**	11%	11%	*	-	-	-	-	-	10%	11%	11%
At Masters Grade Level	2019	25%	16%	**11%**	5%	5%	-	-	-	*	*	-	11%	5%	7%
	2018	23%	13%	**9%**	3%	3%	*	-	-	-	-	-	0%	3%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	84%	84%	-	-	-	-	-	-	73%	84%	82%
	2018	69%	66%	**64%**	69%	69%	*	-	*	-	-	-	59%	69%	68%
All Grades ELA/Reading	2019	68%	69%	**79%**	85%	85%	-	-	-	-	-	-	68%	85%	82%
	2018	69%	67%	**66%**	72%	72%	*	-	-	-	-	-	53%	72%	70%
All Grades Mathematics	2019	70%	70%	**79%**	82%	82%	-	-	-	-	-	-	79%	82%	82%
	2018	70%	65%	**63%**	67%	67%	*	-	*	-	-	-	65%	67%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**52%**	56%	56%	-	-	-	-	-	-	27%	56%	53%
	2018	38%	39%	**32%**	25%	25%	*	-	-	-	-	-	*	25%	25%
Mathematics	2019	45%	49%	**58%**	56%	56%	-	-	-	-	-	-	67%	56%	58%
	2018	47%	48%	**48%**	44%	44%	-	-	-	-	-	-	36%	44%	43%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,037
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	-	92%	68%	70%	-	-	67%	93%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	**8%**	-	8%	20%	30%	-	-	33%	7%	6%	9%
Other Exclusions	1%	2%	**1%**	-	0%	12%	0%	-	-	0%	0%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	0%	-	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	0%	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	95%	**92%**	*	93%	83%	*	-	-	*	92%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	*	6%	13%	*	-	-	*	8%	6%	6%
Other Exclusions	1%	1%	**1%**	*	1%	4%	*	-	-	*	0%	1%	2%
Not Tested	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.2%**	*	96.2%	96.7%	*	*	-	*	95.7%	96.2%	96.3%
2017-18	95.4%	95.9%	**96.0%**	*	95.9%	96.5%	*	*	-	*	95.5%	95.9%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1,023	100.0%	11,195	5,479,173	1,023	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	4	0.4%	0.1%	0.3%	4	0.4%	0.2%	0.5%
Pre-Kindergarten	131	12.8%	5.3%	4.5%	131	12.8%	5.3%	4.5%
Kindergarten	158	15.4%	6.3%	7.0%	158	15.4%	6.3%	7.0%
Grade 1	150	14.7%	6.4%	7.1%	150	14.7%	6.4%	7.1%
Grade 2	149	14.6%	6.3%	7.1%	149	14.6%	6.3%	7.1%
Grade 3	138	13.5%	6.8%	7.1%	138	13.5%	6.7%	7.1%
Grade 4	137	13.4%	7.0%	7.3%	137	13.4%	7.0%	7.3%
Grade 5	156	15.2%	7.6%	7.6%	156	15.2%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	2	0.2%	0.3%	12.6%	2	0.2%	0.3%	12.6%
Hispanic	990	96.8%	95.1%	52.8%	990	96.8%	95.0%	52.8%
White	24	2.3%	3.5%	27.0%	24	2.3%	3.5%	27.0%
American Indian	5	0.5%	0.3%	0.4%	5	0.5%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.2%	0.6%	2.5%	2	0.2%	0.6%	2.5%
Sex:								
Female	506	49.5%	48.8%	48.8%	506	49.5%	48.8%	48.8%
Male	517	50.5%	51.2%	51.2%	517	50.5%	51.2%	51.2%
Economically Disadvantaged	930	90.9%	86.3%	60.3%	930	90.9%	86.3%	60.2%
Non-Educationally Disadvantaged	93	9.1%	13.7%	39.7%	93	9.1%	13.7%	39.8%
Section 504 Students	18	1.8%	2.3%	6.9%	18	1.8%	2.4%	6.9%
English Learners (EL)	653	63.8%	39.3%	20.3%	653	63.8%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	7	0.7%	0.7%	4.1%	7	0.7%	0.7%	4.1%
Foster Care	3	0.3%	0.1%	0.3%	3	0.3%	0.1%	0.3%
Homeless	6	0.6%	1.4%	1.4%	6	0.6%	1.4%	1.4%
Immigrant	12	1.2%	1.2%	2.3%	12	1.2%	1.2%	2.3%
Migrant	4	0.4%	0.4%	0.3%	4	0.4%	0.4%	0.3%
Title I	1,023	100.0%	100.0%	65.1%	1,023	100.0%	100.0%	65.1%
Military Connected	28	2.7%	2.5%	1.9%	28	2.7%	2.5%	1.9%
At-Risk	795	77.7%	62.4%	50.6%	795	77.7%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	591	57.8%	34.6%	20.6%	591	57.8%	34.6%	20.6%
Career & Technical Education	0	0.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	48	4.7%	4.5%	8.1%	48	4.7%	4.5%	8.1%
Special Education	126	12.3%	10.0%	10.5%	126	12.3%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	126							
By Type of Primary Disability								
Students with Intellectual Disabilities	51	40.5%	54.8%	42.4%				
Students with Physical Disabilities	38	30.2%	20.1%	21.4%				
Students with Autism	20	15.9%	8.0%	13.8%				
Students with Behavioral Disabilities	**	**	15.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	138	16.2%	12.6%	15.3%				
By Ethnicity:								
African American	2	0.2%						
Hispanic	125	14.7%						
White	8	0.9%						
American Indian	0	0.0%						
Asian	2	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.1%						
Student Attrition (2018-19):								
Total Student Attrition	139	16.3%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	1.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.7%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.0	18.3	19.0
Grade 1	21.3	19.9	18.9
Grade 2	19.3	19.3	18.8
Grade 3	16.5	19.4	19.0
Grade 4	20.2	23.5	19.2
Grade 5	19.3	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	-	16.6	16.4
Foreign Languages	-	21.3	18.7
Mathematics	-	16.9	17.8
Science	-	18.0	18.8
Social Studies	-	17.9	19.3

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	86.5	100.0%	100.0%	100.0%
Professional Staff:	73.5	85.0%	60.3%	63.7%
Teachers	63.5	73.4%	45.9%	49.4%
Professional Support	7.0	8.1%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	3.5%	2.7%	3.0%
Educational Aides:	13.0	15.0%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	2.0	n/a	31.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	81.5	94.2%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	61.5	96.9%	92.2%	28.1%
White	1.0	1.6%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.6%	0.1%	1.1%
Males	7.0	11.0%	30.6%	23.8%
Females	56.5	89.0%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.6%	2.0%	1.3%
Bachelors	50.0	78.7%	70.3%	73.4%
Masters	12.5	19.7%	26.9%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.0	14.2%	5.4%	7.4%
1-5 Years Experience	13.5	21.3%	31.1%	27.9%
6-10 Years Experience	11.0	17.3%	19.7%	19.4%
11-20 Years Experience	23.0	36.2%	32.7%	29.4%
Over 20 Years Experience	7.0	11.0%	11.1%	15.9%
Number of Students per Teacher	16.1	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	5.2	6.2
Average Years Experience of Principals with District	2.0	4.3	5.3
Average Years Experience of Assistant Principals	1.5	4.8	5.3
Average Years Experience of Assistant Principals with District	1.5	4.1	4.7
Average Years Experience of Teachers:	10.3	10.3	11.1
Average Years Experience of Teachers with District:	7.5	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,526	$51,813	$49,868
1-5 Years Experience	$52,935	$52,889	$52,823
6-10 Years Experience	$54,571	$54,748	$55,756
11-20 Years Experience	$57,881	$58,129	$59,308
Over 20 Years Experience	$65,600	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,348	$56,342	$57,091
Professional Support	$65,357	$68,378	$67,352
Campus Administration (School Leadership)	$80,075	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: FRANK MACIAS EL
Campus Number: 071901105

Total Students: 1,023
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	27.2	42.8%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.7	2.6%	2.0%	2.8%
Gifted & Talented Education	0.1	0.2%	0.3%	1.9%
Regular Education	26.5	41.7%	62.5%	70.9%
Special Education	8.1	12.8%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

2019-20 Texas Academic Performance Report

District Name: **CLINT ISD**

Campus Name: **CARROLL T WELCH EL**

Campus Number: **071901106**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	**63%**	-	64%	*	*	-	-	-	25%	*	62%	68%	61%	61%
	2018	77%	70%	**70%**	-	71%	*	-	-	-	-	*	*	72%	61%	68%	62%
At Meets Grade Level or Above	2019	45%	36%	**35%**	-	36%	*	*	-	-	-	25%	*	35%	37%	34%	38%
	2018	43%	31%	**31%**	-	32%	*	-	-	-	-	*	*	35%	11%	31%	26%
At Masters Grade Level	2019	27%	20%	**23%**	-	23%	*	*	-	-	-	13%	*	21%	32%	21%	26%
	2018	25%	13%	**17%**	-	17%	*	-	-	-	-	*	*	18%	11%	18%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**76%**	-	77%	*	*	-	-	-	50%	*	76%	79%	75%	74%
	2018	78%	71%	**75%**	-	75%	*	-	-	-	-	33%	*	79%	53%	73%	66%
At Meets Grade Level or Above	2019	49%	46%	**40%**	-	41%	*	*	-	-	-	0%	*	42%	32%	40%	41%
	2018	47%	41%	**41%**	-	42%	*	-	-	-	-	17%	*	43%	26%	37%	31%
At Masters Grade Level	2019	25%	21%	**23%**	-	23%	*	*	-	-	-	0%	*	25%	11%	22%	23%
	2018	23%	19%	**22%**	-	22%	*	-	-	-	-	0%	*	25%	5%	21%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	67%	**63%**	-	64%	*	-	-	-	-	14%	*	61%	69%	62%	59%
	2018	73%	62%	**59%**	-	60%	*	*	-	-	-	*	*	56%	68%	58%	57%
At Meets Grade Level or Above	2019	44%	35%	**26%**	-	26%	*	-	-	-	-	0%	*	29%	15%	25%	20%
	2018	46%	34%	**30%**	-	31%	*	*	-	-	-	*	*	29%	35%	28%	28%
At Masters Grade Level	2019	22%	15%	**14%**	-	14%	*	-	-	-	-	0%	*	14%	12%	13%	10%
	2018	24%	13%	**9%**	-	9%	*	*	-	-	-	*	*	8%	12%	8%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	**64%**	-	65%	*	-	-	-	-	43%	*	62%	69%	62%	62%
	2018	78%	70%	**71%**	-	71%	*	*	-	-	-	40%	*	69%	76%	69%	70%
At Meets Grade Level or Above	2019	48%	45%	**32%**	-	32%	*	-	-	-	-	0%	*	29%	38%	30%	25%
	2018	49%	37%	**35%**	-	34%	*	*	-	-	-	20%	*	29%	50%	34%	32%
At Masters Grade Level	2019	28%	24%	**16%**	-	16%	*	-	-	-	-	0%	*	13%	27%	15%	13%
	2018	27%	17%	**20%**	-	20%	*	*	-	-	-	0%	*	20%	21%	18%	14%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**52%**	-	53%	*	-	-	-	-	0%	*	49%	62%	53%	43%
	2018	63%	58%	**58%**	-	58%	*	*	-	-	-	40%	*	55%	68%	56%	54%
At Meets Grade Level or Above	2019	35%	29%	**21%**	-	21%	*	-	-	-	-	0%	*	20%	23%	19%	14%
	2018	39%	33%	**29%**	-	29%	*	*	-	-	-	0%	*	29%	29%	27%	25%
At Masters Grade Level	2019	11%	7%	**5%**	-	5%	*	-	-	-	-	0%	*	5%	4%	4%	4%
	2018	11%	4%	**3%**	-	3%	*	*	-	-	-	0%	*	2%	6%	3%	3%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**76%**	-	76%	*	*	-	-	*	33%	*	75%	81%	76%	72%
	2018	84%	73%	**64%**	*	63%	*	-	-	-	*	17%	20%	63%	68%	63%	59%
At Meets Grade Level or Above	2019	54%	40%	**33%**	-	33%	*	*	-	-	*	11%	*	32%	33%	31%	28%
	2018	54%	38%	**30%**	*	29%	*	-	-	-	*	0%	0%	32%	26%	30%	24%
At Masters Grade Level	2019	29%	17%	**17%**	-	17%	*	*	-	-	*	11%	*	17%	19%	16%	12%
	2018	26%	14%	**7%**	*	7%	*	-	-	-	*	0%	0%	7%	5%	7%	5%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**87%**	-	87%	*	*	-	-	*	67%	*	85%	92%	86%	87%
	2018	91%	87%	**81%**	*	80%	*	-	-	-	*	43%	60%	79%	85%	79%	79%
At Meets Grade Level or Above	2019	58%	57%	**55%**	-	56%	*	*	-	-	*	33%	*	56%	53%	54%	54%
	2018	58%	51%	**46%**	*	46%	*	-	-	-	*	14%	0%	48%	41%	46%	42%
At Masters Grade Level	2019	36%	35%	**39%**	-	40%	*	*	-	-	*	22%	*	40%	36%	37%	36%
	2018	30%	22%	**22%**	*	22%	*	-	-	-	*	0%	0%	26%	10%	21%	19%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	**72%**	-	73%	*	*	-	-	*	22%	*	70%	75%	70%	68%
	2018	76%	65%	**62%**	*	61%	*	-	-	-	*	14%	20%	65%	55%	61%	53%
At Meets Grade Level or Above	2019	49%	39%	**41%**	-	41%	*	*	-	-	*	11%	*	40%	44%	40%	35%
	2018	41%	31%	**26%**	*	26%	*	-	-	-	*	14%	0%	28%	21%	25%	23%
At Masters Grade Level	2019	24%	17%	**20%**	-	19%	*	*	-	-	*	0%	*	21%	17%	18%	14%
	2018	17%	9%	**8%**	*	8%	*	-	-	-	*	0%	0%	10%	3%	8%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	**70%**	-	70%	64%	40%	-	-	*	33%	81%	68%	75%	69%	67%
	2018	77%	71%	**68%**	*	67%	71%	*	-	-	*	33%	52%	67%	68%	66%	63%
At Meets Grade Level or Above	2019	50%	42%	**36%**	-	36%	29%	0%	-	-	*	11%	33%	36%	36%	35%	33%
	2018	48%	38%	**34%**	*	33%	38%	*	-	-	*	14%	13%	34%	31%	32%	29%
At Masters Grade Level	2019	24%	17%	**20%**	-	20%	29%	0%	-	-	*	6%	14%	20%	20%	19%	18%
	2018	22%	13%	**13%**	*	13%	8%	*	-	-	*	5%	3%	14%	9%	13%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**68%**	-	68%	60%	*	-	-	*	25%	75%	66%	74%	67%	65%
	2018	74%	67%	**64%**	*	64%	56%	*	-	-	*	31%	45%	64%	67%	63%	59%
At Meets Grade Level or Above	2019	48%	39%	**31%**	-	32%	20%	*	-	-	*	13%	13%	32%	28%	30%	29%
	2018	46%	35%	**31%**	*	30%	33%	*	-	-	*	15%	9%	32%	27%	30%	26%
At Masters Grade Level	2019	21%	13%	**18%**	-	18%	20%	*	-	-	*	8%	0%	17%	20%	17%	16%
	2018	19%	11%	**10%**	*	11%	0%	*	-	-	*	15%	0%	11%	9%	11%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	80%	**77%**	-	77%	80%	*	-	-	*	54%	75%	75%	81%	75%	76%
	2018	81%	77%	**76%**	*	76%	78%	*	-	-	*	39%	64%	76%	75%	74%	73%
At Meets Grade Level or Above	2019	52%	47%	**43%**	-	44%	20%	*	-	-	*	13%	50%	43%	43%	42%	41%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	41%	**41%**	*	41%	44%	*	-	-	*	17%	9%	40%	41%	39%	36%
At Masters Grade Level	2019	26%	22%	**27%**	-	27%	20%	*	-	-	*	8%	38%	27%	27%	26%	26%
	2018	24%	16%	**21%**	*	21%	22%	*	-	-	*	0%	9%	24%	13%	20%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**52%**	-	53%	*	-	-	-	-	0%	*	49%	62%	53%	43%
	2018	66%	61%	**58%**	-	58%	*	*	-	-	-	40%	*	55%	68%	56%	54%
At Meets Grade Level or Above	2019	38%	31%	**21%**	-	21%	*	-	-	-	-	0%	*	20%	23%	19%	14%
	2018	41%	33%	**29%**	-	29%	*	*	-	-	-	0%	*	29%	29%	27%	25%
At Masters Grade Level	2019	14%	10%	**5%**	-	5%	*	-	-	-	-	0%	*	5%	4%	4%	4%
	2018	13%	5%	**3%**	-	3%	*	*	-	-	-	0%	*	2%	6%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**72%**	-	73%	*	*	-	-	*	22%	*	70%	75%	70%	68%
	2018	80%	73%	**62%**	*	61%	*	-	-	-	*	14%	20%	65%	55%	61%	53%
At Meets Grade Level or Above	2019	54%	44%	**41%**	-	41%	*	*	-	-	*	11%	*	40%	44%	40%	35%
	2018	51%	40%	**26%**	*	26%	*	-	-	-	*	14%	0%	28%	21%	25%	23%
At Masters Grade Level	2019	25%	16%	**20%**	-	19%	*	*	-	-	*	0%	*	21%	17%	18%	14%
	2018	23%	13%	**8%**	*	8%	*	-	-	-	*	0%	0%	10%	3%	8%	8%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	65	**61**	-	62	*	-	-	-	-	57	*	59	68	60	64
	2018	63	57	**61**	-	62	*	*	-	-	-	*	*	66	50	60	65
Grade 4 Mathematics	2019	65	66	**49**	-	50	*	-	-	-	-	79	*	44	69	48	50
	2018	65	52	**60**	-	60	*	*	-	-	-	60	*	62	56	59	64
Grade 5 ELA/Reading	2019	81	81	**81**	-	80	*	*	-	-	*	88	*	84	71	81	80
	2018	80	78	**73**	*	75	*	-	-	-	*	83	80	73	75	76	78
Grade 5 Mathematics	2019	83	89	**88**	-	90	*	*	-	-	*	88	*	92	78	88	91
	2018	81	83	**89**	*	89	*	-	-	-	*	100	100	93	78	89	90
All Grades Both Subjects	2019	69	69	**72**	-	72	63	*	-	-	*	78	63	71	72	71	74
	2018	69	66	**72**	*	72	58	*	-	-	*	79	86	74	65	72	75
All Grades ELA/Reading	2019	68	69	**73**	-	72	*	*	-	-	*	73	*	73	70	72	74
	2018	69	67	**68**	*	69	33	*	-	-	*	72	83	70	62	69	72
All Grades Mathematics	2019	70	70	**71**	-	71	*	*	-	-	*	83	60	70	74	70	74
	2018	70	65	**76**	*	76	83	*	-	-	*	83	89	78	68	75	78

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**45%**	-	45%	*	-	-	-	*	0%	45%	40%
	2018	38%	39%	**31%**	-	30%	-	*	-	-	-	*	30%	29%
Mathematics	2019	45%	49%	**40%**	-	40%	*	-	-	-	*	30%	39%	37%
	2018	47%	48%	**51%**	-	49%	*	-	-	-	*	*	48%	50%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	71%	**66%**	-	66%	*	*	-	-	*	10%	65%	42%
Students Requiring Accelerated Instruction	2019	22%	29%	**34%**	-	34%	*	*	-	-	*	90%	35%	58%
STAAR Cumulative Met Standard	2019	86%	80%	**75%**	-	74%	*	*	-	-	*	33%	74%	55%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	82%	**79%**	-	80%	*	*	-	-	*	40%	78%	68%
Students Requiring Accelerated Instruction	2019	17%	18%	**21%**	-	20%	*	*	-	-	*	60%	22%	32%
STAAR Cumulative Met Standard	2019	90%	90%	**86%**	-	86%	*	*	-	-	*	67%	85%	78%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 832
Grade Span: PK - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	74%	**70%**	56%	56%	-	-	-	-	-	-	79%	56%	60%
	2018	77%	71%	**68%**	50%	50%	-	-	-	-	-	-	54%	50%	50%
At Meets Grade Level or Above	2019	50%	42%	**36%**	20%	20%	-	-	-	-	-	-	47%	20%	25%
	2018	48%	38%	**34%**	14%	14%	-	-	-	-	-	-	18%	14%	14%
At Masters Grade Level	2019	24%	17%	**20%**	9%	9%	-	-	-	-	-	-	28%	9%	12%
	2018	22%	13%	**13%**	3%	3%	-	-	-	-	-	-	6%	3%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	**68%**	53%	53%	-	-	-	-	-	-	79%	53%	58%
	2018	74%	67%	**64%**	46%	46%	-	-	-	-	-	-	41%	46%	46%
At Meets Grade Level or Above	2019	48%	39%	**31%**	17%	17%	-	-	-	-	-	-	44%	17%	22%
	2018	46%	35%	**31%**	12%	12%	-	-	-	-	-	-	12%	12%	12%
At Masters Grade Level	2019	21%	13%	**18%**	9%	9%	-	-	-	-	-	-	24%	9%	11%
	2018	19%	11%	**10%**	4%	4%	-	-	-	-	-	-	0%	4%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	80%	**77%**	68%	68%	-	-	-	-	-	-	85%	68%	71%
	2018	81%	77%	**76%**	63%	63%	-	-	-	-	-	-	74%	63%	64%
At Meets Grade Level or Above	2019	52%	47%	**43%**	29%	29%	-	-	-	-	-	-	56%	29%	34%
	2018	50%	41%	**41%**	20%	20%	-	-	-	-	-	-	26%	20%	21%
At Masters Grade Level	2019	26%	22%	**27%**	13%	13%	-	-	-	-	-	-	44%	13%	18%
	2018	24%	16%	**21%**	5%	5%	-	-	-	-	-	-	16%	5%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**52%**	38%	38%	-	-	-	-	-	-	33%	38%	38%
	2018	66%	61%	**58%**	36%	36%	-	-	-	-	-	-	43%	36%	37%
At Meets Grade Level or Above	2019	38%	31%	**21%**	11%	11%	-	-	-	-	-	-	0%	11%	10%
	2018	41%	33%	**29%**	9%	9%	-	-	-	-	-	-	14%	9%	10%
At Masters Grade Level	2019	14%	10%	**5%**	2%	2%	-	-	-	-	-	-	0%	2%	2%
	2018	13%	5%	**3%**	2%	2%	-	-	-	-	-	-	0%	2%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	**72%**	45%	45%	-	-	-	-	-	-	81%	45%	54%
	2018	80%	73%	**62%**	35%	35%	-	-	-	-	-	-	43%	35%	36%
At Meets Grade Level or Above	2019	54%	44%	**41%**	12%	12%	-	-	-	-	-	-	50%	12%	22%
	2018	51%	40%	**26%**	8%	8%	-	-	-	-	-	-	14%	8%	9%
At Masters Grade Level	2019	25%	16%	**20%**	2%	2%	-	-	-	-	-	-	13%	2%	5%
	2018	23%	13%	**8%**	2%	2%	-	-	-	-	-	-	0%	2%	1%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	72%	72%	-	-	-	-	-	-	68%	72%	71%
	2018	69%	66%	**72%**	74%	74%	-	-	-	-	-	-	64%	74%	73%
All Grades ELA/Reading	2019	68%	69%	**73%**	74%	74%	-	-	-	-	-	-	59%	74%	71%
	2018	69%	67%	**68%**	73%	73%	-	-	-	-	-	-	57%	73%	71%
All Grades Mathematics	2019	70%	70%	**71%**	70%	70%	-	-	-	-	-	-	77%	70%	71%
	2018	70%	65%	**76%**	75%	75%	-	-	-	-	-	-	71%	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**45%**	36%	36%	-	-	-	-	-	-	56%	36%	40%
	2018	38%	39%	**31%**	32%	32%	-	-	-	-	-	-	*	32%	29%
Mathematics	2019	45%	49%	**40%**	41%	41%	-	-	-	-	-	-	17%	41%	37%
	2018	47%	48%	**51%**	48%	48%	-	-	-	-	-	-	*	48%	50%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 875
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	100%	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	93%	82%	100%	-	-	*	93%	93%	91%
Not Included in Accountability													
Mobile	4%	4%	**6%**	-	6%	0%	0%	-	-	*	7%	6%	6%
Other Exclusions	1%	2%	**2%**	-	1%	18%	0%	-	-	*	0%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	0%	-	-	*	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	0%	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	0%	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	95%	**96%**	60%	96%	100%	*	-	-	*	100%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	**4%**	40%	4%	0%	*	-	-	*	0%	4%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	*	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.0%	**96.2%**	*	96.1%	97.5%	*	*	*	97.6%	94.9%	96.1%	96.3%
2017-18	95.4%	95.9%	**96.3%**	*	96.3%	97.0%	*	-	*	96.2%	95.6%	96.3%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	93.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	98.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	774	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	738	180,673
White	-	-	23	105,577
American Indian	-	-	0	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	7	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	3	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	1,090
Foundation H.S. Program (No Endorsement)	-	-	30	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	738	285,538
Special Education Graduates	-	-	39	27,598
Economically Disadvantaged Graduates	-	-	620	186,364
LEP Graduates	-	-	93	25,189
At-Risk Graduates	-	-	335	146,432

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	71.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	55.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	68.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	58.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	68.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	55.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	55.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	41.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	33.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	9.8%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	33.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	9.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	43.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	37.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	35.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	31.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	18.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	54.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	16.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	38.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	25.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	23.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	12.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	7.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	13.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	10.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	10.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	3.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	24.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	29.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	5.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	32.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	17.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	8.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	15.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	915	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	907	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	453	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	457	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	455	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	16.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	17.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	44.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	20.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	21.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	17.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	23.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	19.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	17.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	56.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	832	100.0%	11,195	5,479,173	834	100.0%	11,222	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.1%	0.2%	0.5%
Pre-Kindergarten	82	9.9%	5.3%	4.5%	82	9.8%	5.3%	4.5%
Kindergarten	109	13.1%	6.3%	7.0%	109	13.1%	6.3%	7.0%
Grade 1	134	16.1%	6.4%	7.1%	134	16.1%	6.4%	7.1%
Grade 2	129	15.5%	6.3%	7.1%	130	15.6%	6.3%	7.1%
Grade 3	135	16.2%	6.8%	7.1%	135	16.2%	6.7%	7.1%
Grade 4	126	15.1%	7.0%	7.3%	126	15.1%	7.0%	7.3%
Grade 5	117	14.1%	7.6%	7.6%	117	14.0%	7.6%	7.6%
Grade 6	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	7.9%	7.5%	0	0.0%	7.9%	7.5%
Grade 9	0	0.0%	9.3%	8.2%	0	0.0%	9.2%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.3%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.3%	12.6%	0	0.0%	0.3%	12.6%
Hispanic	810	97.4%	95.1%	52.8%	812	97.4%	95.0%	52.8%
White	15	1.8%	3.5%	27.0%	15	1.8%	3.5%	27.0%
American Indian	0	0.0%	0.3%	0.4%	0	0.0%	0.3%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	6	0.7%	0.6%	2.5%	6	0.7%	0.6%	2.5%
Sex:								
Female	376	45.2%	48.8%	48.8%	377	45.2%	48.8%	48.8%
Male	456	54.8%	51.2%	51.2%	457	54.8%	51.2%	51.2%
Economically Disadvantaged	772	92.8%	86.3%	60.3%	774	92.8%	86.3%	60.2%
Non-Educationally Disadvantaged	60	7.2%	13.7%	39.7%	60	7.2%	13.7%	39.8%
Section 504 Students	12	1.4%	2.3%	6.9%	12	1.4%	2.4%	6.9%
English Learners (EL)	472	56.7%	39.3%	20.3%	472	56.6%	39.3%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.2%	1.5%				
Students w/ Dyslexia	5	0.6%	0.7%	4.1%	5	0.6%	0.7%	4.1%
Foster Care	2	0.2%	0.1%	0.3%	2	0.2%	0.1%	0.3%
Homeless	9	1.1%	1.4%	1.4%	9	1.1%	1.4%	1.4%
Immigrant	6	0.7%	1.2%	2.3%	6	0.7%	1.2%	2.3%
Migrant	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Title I	832	100.0%	100.0%	65.1%	834	100.0%	100.0%	65.1%
Military Connected	8	1.0%	2.5%	1.9%	8	1.0%	2.5%	1.9%
At-Risk	600	72.1%	62.4%	50.6%	600	71.9%	62.5%	50.5%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	435	52.3%	34.6%	20.6%	435	52.2%	34.6%	20.6%
Career & Technical Education	0	0.0%	29.4%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	39.4%	50.8%	0	-	39.2%	50.8%
Gifted & Talented Education	20	2.4%	4.5%	8.1%	20	2.4%	4.5%	8.1%
Special Education	72	8.7%	10.0%	10.5%	74	8.9%	10.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	27	37.5%	54.8%	42.4%				
Students with Physical Disabilities	27	37.5%	20.1%	21.4%				
Students with Autism	*	*	8.0%	13.8%				
Students with Behavioral Disabilities	**	**	15.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	99	14.0%	12.6%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	98	13.9%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	99	13.5%						

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	1.3%	4.9%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	1.2%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	13.2%	7.8%	-	16.7%	13.1%

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.0	18.3	19.0
Grade 1	21.3	19.9	18.9
Grade 2	20.0	19.3	18.8
Grade 3	18.0	19.4	19.0
Grade 4	19.3	23.5	19.2
Grade 5	15.0	19.7	20.9
Grade 6	-	17.6	20.4
Secondary:			
English/Language Arts	-	16.6	16.4
Foreign Languages	-	21.3	18.7
Mathematics	-	16.9	17.8
Science	-	18.0	18.8
Social Studies	-	17.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.8	100.0%	100.0%	100.0%
Professional Staff:	58.8	84.3%	60.3%	63.7%
Teachers	50.1	71.7%	45.9%	49.4%
Professional Support	5.8	8.2%	9.0%	10.2%
Campus Administration (School Leadership)	3.0	4.3%	2.7%	3.0%
Educational Aides:	11.0	15.7%	9.1%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	12.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	31.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	66.8	95.7%	94.0%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.8%
Hispanic	48.1	96.0%	92.2%	28.1%
White	2.0	4.0%	6.8%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.1%	1.1%
Males	12.0	24.0%	30.6%	23.8%
Females	38.1	76.0%	69.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.3%
Bachelors	33.5	66.9%	70.3%	73.4%
Masters	15.6	31.1%	26.9%	24.5%
Doctorate	1.0	2.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.4%	7.4%
1-5 Years Experience	16.0	31.9%	31.1%	27.9%
6-10 Years Experience	11.0	22.0%	19.7%	19.4%
11-20 Years Experience	12.6	25.1%	32.7%	29.4%
Over 20 Years Experience	10.5	21.0%	11.1%	15.9%
Number of Students per Teacher	16.6	n/a	16.0	15.1

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.2	6.2
Average Years Experience of Principals with District	1.0	4.3	5.3
Average Years Experience of Assistant Principals	6.5	4.8	5.3
Average Years Experience of Assistant Principals with District	4.0	4.1	4.7
Average Years Experience of Teachers:	11.9	10.3	11.1
Average Years Experience of Teachers with District:	9.0	7.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,813	$49,868
1-5 Years Experience	$53,127	$52,889	$52,823
6-10 Years Experience	$54,474	$54,748	$55,756
11-20 Years Experience	$58,459	$58,129	$59,308
Over 20 Years Experience	$65,290	$65,736	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,314	$56,342	$57,091
Professional Support	$61,810	$68,378	$67,352
Campus Administration (School Leadership)	$72,371	$85,496	$82,512
Instructional Staff Percent:	n/a	58.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: CLINT ISD
Campus Name: CARROLL T WELCH EL
Campus Number: 071901106

Total Students: 832
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	23.5	46.9%	19.3%	6.5%
Career & Technical Education	0.0	0.0%	4.6%	5.0%
Compensatory Education	1.5	3.0%	2.0%	2.8%
Gifted & Talented Education	0.4	0.8%	0.3%	1.9%
Regular Education	22.7	45.4%	62.5%	70.9%
Special Education	2.0	3.9%	8.8%	9.3%
Other	0.0	0.0%	2.4%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'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 2018-19 Financial Actual Report

Section 2: PEIMS Financial Standard Report (2018-19 Financial Actual Report)

a. District
b. Each Campus

PEIMS Actual Financial Data reports provide annual financial data as they have been submitted by school districts and charter schools using the Public Education Information Management System (PEIMS). Actual financial information is submitted using several different numeric codes (fund, function, object, and program intent codes). For information about these codes, see the Financial Accountability System Resource Guide.

2018 - 2019 Actual Financial Data
Totals for CLINT ISD (071901)
Total Enrolled Membership: 11,346

	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)	$15,823,925	12.94%	$1,395	$15,823,925	12.07%	$1,395	$24,943,497,732	43.99%	$4,605
State Operating Funds	$90,498,667	74.02%	$7,976	$91,173,220	69.56%	$8,036	$21,921,438,167	38.66%	$4,047
Federal Funds	$13,846,921	11.33%	$1,220	$21,775,601	16.61%	$1,919	$6,959,931,329	12.27%	$1,285
Other Local	$2,084,969	1.71%	$184	$2,295,092	1.75%	$202	$2,882,959,027	5.08%	$532
Total Operating Revenue	$122,254,482	100.00%	$10,775	$131,067,838	100.00%	$11,552	$56,707,826,255	100.00%	$10,470
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$3,559,992	25.81%	$314	$7,114,967,591	84.62%	$1,314
State Assistance for Debt Service	$0	0.00%	$0	$9,815,353	71.17%	$865	$498,243,085	5.93%	$92
Other Receipts (excluding debt service financing)	$415,634	100.00%	$37	$415,634	3.01%	$37	$794,651,977	9.45%	$147
Total Other Revenue	$415,634	100.00%	$37	$13,790,979	100.00%	$1,215	$8,407,862,653	100.00%	$1,552
Subtotal: Operating and Other Revenue	$122,670,116	100.00%	$10,812	$144,858,817	100.00%	$12,767	$65,115,688,908	100.00%	$12,022
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	100.00%	$511
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	100.00%	$511
Subtotal: Operating, Other and Recaptured Revenue	$122,670,116	100.00%	$10,812	$144,858,817	100.00%	$12,767	$67,884,151,590	100.00%	$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,691,153,910	63.99%	$682
Estimated State TRS Contributions	$4,709,166	100.00%	$415	$4,709,166	100.00%	$415	$2,077,222,453	36.01%	$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	$4,709,166	100.00%	$415	$4,709,166	100.00%	$415	$5,768,376,363	100.00%	$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$127,379,282	100.00%	$11,227	$149,567,983	100.00%	$13,182	$70,884,065,271	100.00%	$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$83,723,101	78.13%	$7,379	$88,186,633	76.13%	$7,772	$42,536,152,378	79.22%	$7,854

2018 - 2019 Actual Financial Data
Totals for CLINT ISD (071901)
Total Enrolled Membership: 11,346

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$14,118,778	13.18%	$1,244	$15,940,282	13.76%	$1,405	$5,053,894,853	9.41%	$933
Supplies & Materials (Object 63xx)	$7,103,360	6.63%	$626	$8,979,133	7.75%	$791	$4,665,604,291	8.69%	$861
Other Operating Expenditures (Object 64xx)	$2,213,806	2.07%	$195	$2,737,343	2.36%	$241	$1,436,788,644	2.68%	$265
Total Operating Expenditures by Object	$107,159,045	100.00%	$9,445	$115,843,391	100.00%	$10,210	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$102,333	1.39%	$9	$14,708,607	50.75%	$1,296	$8,439,295,633	48.78%	$1,558
Capital Outlay(Object 66xx)	$7,264,625	98.61%	$640	$14,272,222	49.25%	$1,258	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Object	$7,366,958	100.00%	$649	$28,980,829	100.00%	$2,554	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	$114,526,003	100.00%	$10,094	$144,824,220	100.00%	$12,764	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$54,713,797	51.06%	$4,822	$60,161,340	51.93%	$5,302	$30,104,392,112	56.07%	$5,558
Instructional Resources & Media Services (Function 12)	$1,191,741	1.11%	$105	$1,191,741	1.03%	$105	$605,276,429	1.13%	$112
Curriculum & Staff Development (Function 13)	$2,363,040	2.21%	$208	$3,709,401	3.20%	$327	$1,226,192,940	2.28%	$226
Instructional Leadership (Function 21)	$2,196,050	2.05%	$194	$2,581,949	2.23%	$228	$878,926,312	1.64%	$162
School Leadership (Function 23)	$6,606,714	6.17%	$582	$6,644,079	5.74%	$586	$3,188,405,674	5.94%	$589
Guidance Counseling Services (Function 31)	$2,844,655	2.65%	$251	$3,906,691	3.37%	$344	$2,024,672,783	3.77%	$374
Social Work Services (Function 32)	$191,593	0.18%	$17	$191,593	0.17%	$17	$152,988,674	0.28%	$28
Health Services (Function 33)	$1,240,378	1.16%	$109	$1,240,378	1.07%	$109	$556,828,343	1.04%	$103
Transportation (Function 34)	$3,502,747	3.27%	$309	$3,502,747	3.02%	$309	$1,636,095,662	3.05%	$302
Food Services (Function 35)	$9,247,395	8.63%	$815	$9,310,436	8.04%	$821	$2,916,390,356	5.43%	$538
Extracurricular (Function 36)	$3,266,491	3.05%	$288	$3,266,491	2.82%	$288	$1,647,983,294	3.07%	$304
General Administration (Function 41,92)	$3,298,935	3.08%	$291	$3,300,910	2.85%	$291	$1,746,395,855	3.25%	$322
Facilities Maintenance & Operations (Function 51)	$11,881,504	11.09%	$1,047	$11,881,504	10.26%	$1,047	$5,226,340,714	9.73%	$965
Security & Monitoring Services (Function 52)	$2,217,646	2.07%	$195	$2,445,343	2.11%	$216	$558,885,118	1.04%	$103
Data Processing Services (Function 53)	$2,319,667	2.16%	$204	$2,319,667	2.00%	$204	$956,567,070	1.78%	$177
Community Services (Function 61)	$76,692	0.07%	$7	$189,121	0.16%	$17	$266,098,830	0.50%	$49
Total Operating Expenditures by Function	$107,159,045	100.00%	$9,445	$115,843,391	100.00%	$10,210	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Function									

2018 - 2019 Actual Financial Data
Totals for CLINT ISD (071901)
Total Enrolled Membership: 11,346

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (65xx)	$102,333	1.39%	$9	$14,708,607	50.75%	$1,296	$8,439,295,633	48.78%	$1,558
Non-Operating Expenditures by Function (1x-9x) (66xx)	$7,264,625	98.61%	$640	$14,272,222	49.25%	$1,258	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Function	$7,366,958	100.00%	$649	$28,980,829	100.00%	$2,554	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	$114,526,003	100.00%	$10,094	$144,824,220	100.00%	$12,764	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$43,341,454	40.45%	$3,820	$43,647,234	37.68%	$3,847	$23,769,020,825	44.27%	$4,389
Gifted and Talented (PIC 21)	$262,168	0.24%	$23	$262,168	0.23%	$23	$416,549,053	0.78%	$77
Career and Technical (PIC 22)	$3,761,047	3.51%	$331	$4,013,675	3.46%	$354	$1,673,614,337	3.12%	$309
Students with Disabilities (PICs 23,33)	$9,324,147	8.70%	$822	$11,240,822	9.70%	$991	$6,603,694,277	12.30%	$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	$10,937,486	10.21%	$964	$16,195,451	13.98%	$1,427	$4,676,522,504	8.71%	$863
Bilingual (PICs 25,35)	$1,502,924	1.40%	$132	$1,868,931	1.61%	$165	$690,802,576	1.29%	$128
High School Allotment (PIC 31)	$2,126,490	1.98%	$187	$2,126,490	1.84%	$187	$576,205,810	1.07%	$106
PreKindergarten (PIC 32)	$770,871	0.72%	$68	$770,871	0.67%	$68	$576,398,990	1.07%	$106
Athletics/Related Activities (PIC 91)	$2,361,283	2.20%	$208	$2,361,283	2.04%	$208	$1,093,452,352	2.04%	$202
Un-Allocated (PIC 99)	$32,771,175	30.58%	$2,888	$33,356,466	28.79%	$2,940	$13,616,179,442	25.36%	$2,514
Total Operating Expenditures by Program Intent Code (PIC)	$107,159,045	100.00%	$9,445	$115,843,391	100.00%	$10,210	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$102,333	1.39%	$9	$14,708,607	50.75%	$1,296	$8,439,295,633	48.78%	$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$7,264,625	98.61%	$640	$14,272,222	49.25%	$1,258	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	$7,366,958	100.00%	$649	$28,980,829	100.00%	$2,554	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$114,526,003	100.00%	$10,094	$144,824,220	100.00%	$12,764	$70,993,369,584	100.00%	$13,108
Disbursements **Total Disbursements**									
Operating Expenditures	$107,159,045	93.31%	$9,445	$115,843,391	79.81%	$10,210	$53,692,440,166	71.10%	$9,913

2018 - 2019 Actual Financial Data
Totals for CLINT ISD (071901)
Total Enrolled Membership: 11,346

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,768,462,682	3.67%	$511
Total Other Uses	$0	0.00%	$0	$4,975	0.00%	$0	$1,068,121,149	1.41%	$197
Intergovernmental Charge	$316,763	0.28%	$28	$316,763	0.22%	$28	$681,757,275	0.90%	$126
Debt Service (Object 6500)	$102,333	0.09%	$9	$14,708,607	10.13%	$1,296	$8,439,295,633	11.18%	$1,558
Capital Projects (Object 6600)	$7,264,625	6.33%	$640	$14,272,222	9.83%	$1,258	$8,861,633,785	11.74%	$1,636
Total Disbursements	$114,842,766	100.00%	$10,122	$145,145,958	100.00%	$12,793	$75,511,710,690	100.00%	$13,942
Tax Rates **2018 - 2019 (current tax year) Tax Rates**									
Maintenance & Operations				1.1700			1.1003		
Interest & Sinking				0.2366			0.2097		
Total Tax Rate				1.4066			1.3101		
Fund Balance** **Fund Balance**									
Nonspendable Fund Balance	$87,449		$8	$92,449		$8	$255,555,898		$50
Restricted Fund Balance	$3,200,134		$282	$17,257,980		$1,521	$17,956,324,818		$3,521
Committed Fund Balance	$12,000,000		$1,058	$12,152,865		$1,071	$3,206,045,411		$629
Assigned Fund Balance	$2,000,000		$176	$2,000,000		$176	$2,969,613,173		$582
Unassigned Fund Balance	$42,788,863		$3,771	$42,788,863		$3,771	$14,724,633,560		$2,887
Total Fund Balance**	$60,076,446		$5,295	$74,292,157		$6,548	$39,112,172,860		$7,670
Fund Balance Reconciliation									
2017-2018 Total Fund Balance (Previous Year)	$47,573,753		$4,147	$70,222,714		$6,121	$35,850,846,786		$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	$12,087,059		$1,065	$3,658,784		$322	$-5,923,414,430		$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	$415,634		$37	$410,659		$36	$8,992,605,090		$1,763
2018-2019 Uncommon Items	$0		$0	$0		$0	$192,135,414		$38
2018-2019 Total Fund Balance	$60,076,446		$5,295	$74,292,157		$6,548	$39,112,172,860		$7,670

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Clint H S District: CLINT ISD

Campus Number: 071901001 Total Membership: 694

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,731,757	100.00	8,259	6,000,600	100.00	8,646
Operating-Payroll	5,040,480	87.94	7,263	5,053,120	84.21	7,281
Other Operating	668,701	11.67	964	857,744	14.29	1,236
Non-Operating(Equipt/Supplies)	22,576	0.39	33	89,736	1.50	129
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,709,181	100.00	8,226	5,910,864	100.00	8,517
Instruction (11,95) *	3,666,634	64.22	5,283	3,836,274	64.90	5,528
Instructional Res/Media (12) *	87,352	1.53	126	87,352	1.48	126
Curriculum/Staff Develop (13) *	31,895	0.56	46	55,755	0.94	80
Instructional Leadership (21) *	116,652	2.04	168	116,652	1.97	168
School Leadership (23) *	503,220	8.81	725	504,979	8.54	728
Guidance/Counseling Svcs (31) *	261,632	4.58	377	287,632	4.87	414
Social Work Services (32) *	6,693	0.12	10	6,693	0.11	10
Health Services (33) *	69,215	1.21	100	69,215	1.17	100
Food (35) **	146,589	2.57	211	146,589	2.48	211
Extracurricular (36) *	560,816	9.82	808	541,240	9.16	780
Plant Maint/Operation (51) * **	258,483	4.53	372	258,483	4.37	372
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,743,293	100.00	6,835	4,948,995	100.00	7,131
Regular	2,613,780	55.10	3,766	2,613,780	52.81	3,766
Gifted & Talented	10,002	0.21	14	10,002	0.20	14
Career & Technical	759,247	16.01	1,094	804,735	16.26	1,160
Students with Disabilities	498,529	10.51	718	500,696	10.12	721
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	17,657	0.37	25	17,657	0.36	25
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	451,254	9.51	650	608,276	12.29	876
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	392,824	8.28	566	392,824	7.94	566
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Mountain View H S District: CLINT ISD

Campus Number: 071901002 Total Membership: 831

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,950,983	100.00	8,365	7,350,611	100.00	8,846
Operating-Payroll	6,074,476	87.39	7,310	6,176,057	84.02	7,432
Other Operating	685,554	9.86	825	976,606	13.29	1,175
Non-Operating(Equipt/Supplies)	190,953	2.75	230	197,948	2.69	238
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,760,030	100.00	8,135	7,152,663	100.00	8,607
Instruction (11,95) *	4,488,815	66.40	5,402	4,800,879	67.12	5,777
Instructional Res/Media (12) *	106,182	1.57	128	106,182	1.48	128
Curriculum/Staff Develop (13) *	98,783	1.46	119	123,277	1.72	148
Instructional Leadership (21) *	184,280	2.73	222	184,280	2.58	222
School Leadership (23) *	558,117	8.26	672	560,086	7.83	674
Guidance/Counseling Svcs (31) *	291,537	4.31	351	317,537	4.44	382
Social Work Services (32) *	8,360	0.12	10	8,360	0.12	10
Health Services (33) *	70,148	1.04	84	75,677	1.06	91
Food (35) **	100,431	1.49	121	115,081	1.61	138
Extracurricular (36) *	571,893	8.46	688	549,964	7.69	662
Plant Maint/Operation (51) * **	273,542	4.05	329	299,941	4.19	361
Security/Monitoring (52) * **	7,942	0.12	10	11,399	0.16	14
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,806,222	100.00	6,987	6,156,654	100.00	7,409
Regular	2,868,040	49.40	3,451	2,868,040	46.58	3,451
Gifted & Talented	5,172	0.09	6	5,172	0.08	6
Career & Technical	1,080,416	18.61	1,300	1,177,297	19.12	1,417
Students with Disabilities	1,156,438	19.92	1,392	1,181,381	19.19	1,422
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	23,148	0.40	28	23,148	0.38	28
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	376,715	6.49	453	604,298	9.82	727
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	296,293	5.10	357	296,293	4.81	357
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Horizon H S District: CLINT ISD

Campus Number: 071901004 Total Membership: 1,562

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	12,026,815	100.00	7,700	13,219,236	100.00	8,463
Operating-Payroll	10,433,664	86.75	6,680	10,570,714	79.96	6,767
Other Operating	1,234,899	10.27	791	1,707,060	12.91	1,093
Non-Operating(Equipt/Supplies)	358,252	2.98	229	941,462	7.12	603
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	11,668,563	100.00	7,470	12,277,774	100.00	7,860
Instruction (11,95) *	8,294,994	71.09	5,310	8,658,764	70.52	5,543
Instructional Res/Media (12) *	119,938	1.03	77	119,938	0.98	77
Curriculum/Staff Develop (13) *	150,926	1.29	97	191,203	1.56	122
Instructional Leadership (21) *	393,502	3.37	252	393,502	3.20	252
School Leadership (23) *	862,896	7.40	552	864,820	7.04	554
Guidance/Counseling Svcs (31) *	363,977	3.12	233	496,932	4.05	318
Social Work Services (32) *	16,130	0.14	10	16,130	0.13	10
Health Services (33) *	125,399	1.07	80	125,399	1.02	80
Food (35) **	226,817	1.94	145	238,406	1.94	153
Extracurricular (36) *	760,015	6.51	487	734,692	5.98	470
Plant Maint/Operation (51) * **	310,412	2.66	199	389,578	3.17	249
Security/Monitoring (52) * **	43,557	0.37	28	48,410	0.39	31
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	10,327,762	100.00	6,612	10,843,355	100.00	6,942
Regular	5,636,318	54.57	3,608	5,642,016	52.03	3,612
Gifted & Talented	2,982	0.03	2	2,982	0.03	2
Career & Technical	1,523,855	14.75	976	1,607,228	14.82	1,029
Students with Disabilities	930,847	9.01	596	930,847	8.58	596
Accelerated Education	0	0.00	0	2,558	0.02	2
Bilingual	25,452	0.25	16	25,452	0.23	16
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	794,175	7.69	508	794,175	7.32	508
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	864,944	8.37	554	1,288,908	11.89	825
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	549,189	5.32	352	549,189	5.06	352
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Clint Isd Early College Academy District: CLINT ISD

Campus Number: 071901009 Total Membership: 297

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,273,732	100.00	7,656	2,370,453	100.00	7,981
Operating-Payroll	2,074,888	91.25	6,986	2,082,406	87.85	7,011
Other Operating	198,219	8.72	667	287,422	12.13	968
Non-Operating(Equipt/Supplies)	625	0.03	2	625	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,273,107	100.00	7,654	2,369,828	100.00	7,979
Instruction (11,95) *	1,382,617	60.82	4,655	1,470,674	62.06	4,952
Instructional Res/Media (12) *	2,029	0.09	7	2,029	0.09	7
Curriculum/Staff Develop (13) *	75,066	3.30	253	86,697	3.66	292
Instructional Leadership (21) *	30,857	1.36	104	30,857	1.30	104
School Leadership (23) *	360,724	15.87	1,215	362,021	15.28	1,219
Guidance/Counseling Svcs (31) *	136,115	5.99	458	137,156	5.79	462
Social Work Services (32) *	2,449	0.11	8	2,449	0.10	8
Health Services (33) *	75,915	3.34	256	75,915	3.20	256
Food (35) **	103,950	4.57	350	103,950	4.39	350
Extracurricular (36) *	733	0.03	2	-4,572	-0.19	-15
Plant Maint/Operation (51) * **	102,652	4.52	346	102,652	4.33	346
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,065,772	100.00	6,955	2,149,336	100.00	7,237
Regular	925,518	44.80	3,116	925,518	43.06	3,116
Gifted & Talented	599	0.03	2	599	0.03	2
Career & Technical	83,586	4.05	281	83,586	3.89	281
Students with Disabilities	4,717	0.23	16	4,717	0.22	16
Accelerated Education	0	0.00	0	1,537	0.07	5
Bilingual	3,304	0.16	11	3,304	0.15	11
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	160,445	7.77	540	242,472	11.28	816
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	887,603	42.97	2,989	887,603	41.30	2,989
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Clint J H School District: CLINT ISD

Campus Number: 071901041 Total Membership: 538

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,617,730	100.00	6,724	4,149,926	100.00	7,714
Operating-Payroll	3,253,744	89.94	6,048	3,322,987	80.07	6,177
Other Operating	362,556	10.02	674	807,041	19.45	1,500
Non-Operating(Equipt/Supplies)	1,430	0.04	3	19,898	0.48	37
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,616,300	100.00	6,722	4,130,028	100.00	7,677
Instruction (11,95) *	2,416,328	66.82	4,491	2,599,469	62.94	4,832
Instructional Res/Media (12) *	85,658	2.37	159	85,658	2.07	159
Curriculum/Staff Develop (13) *	103,566	2.86	193	116,333	2.82	216
Instructional Leadership (21) *	78,355	2.17	146	78,355	1.90	146
School Leadership (23) *	319,109	8.82	593	320,870	7.77	596
Guidance/Counseling Svcs (31) *	140,121	3.87	260	166,121	4.02	309
Social Work Services (32) *	4,506	0.12	8	4,506	0.11	8
Health Services (33) *	32,163	0.89	60	32,163	0.78	60
Food (35) **	137,303	3.80	255	137,303	3.32	255
Extracurricular (36) *	136,356	3.77	253	123,699	3.00	230
Plant Maint/Operation (51) * **	153,672	4.25	286	454,552	11.01	845
Security/Monitoring (52) * **	9,163	0.25	17	10,999	0.27	20
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,179,806	100.00	5,910	3,403,475	100.00	6,326
Regular	1,848,930	58.15	3,437	1,903,671	55.93	3,538
Gifted & Talented	25,234	0.79	47	25,234	0.74	47
Career & Technical	89,749	2.82	167	89,749	2.64	167
Students with Disabilities	489,497	15.39	910	515,488	15.15	958
Accelerated Education	0	0.00	0	1,025	0.03	2
Bilingual	34,612	1.09	64	34,612	1.02	64
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	691,528	21.75	1,285	833,440	24.49	1,549
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	256	0.01	0	256	0.01	0
Prekindergarten	0	0.00	0	0	0.00	0

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: East Montana Middle District: CLINT ISD

Campus Number: 071901042 Total Membership: 670

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,803,111	100.00	7,169	5,077,776	100.00	7,579
Operating-Payroll	4,406,162	91.74	6,576	4,474,073	88.11	6,678
Other Operating	394,922	8.22	589	596,461	11.75	890
Non-Operating(Equipt/Supplies)	2,027	0.04	3	7,242	0.14	11
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,801,084	100.00	7,166	5,070,534	100.00	7,568
Instruction (11,95) *	3,240,822	67.50	4,837	3,475,753	68.55	5,188
Instructional Res/Media (12) *	87,930	1.83	131	87,930	1.73	131
Curriculum/Staff Develop (13) *	102,749	2.14	153	113,192	2.23	169
Instructional Leadership (21) *	118,297	2.46	177	118,297	2.33	177
School Leadership (23) *	451,894	9.41	674	455,669	8.99	680
Guidance/Counseling Svcs (31) *	239,585	4.99	358	265,585	5.24	396
Social Work Services (32) *	6,328	0.13	9	6,328	0.12	9
Health Services (33) *	69,803	1.45	104	69,803	1.38	104
Food (35) **	94,340	1.96	141	94,340	1.86	141
Extracurricular (36) *	139,288	2.90	208	129,660	2.56	194
Plant Maint/Operation (51) * **	242,851	5.06	362	246,780	4.87	368
Security/Monitoring (52) * **	7,197	0.15	11	7,197	0.14	11
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,317,408	100.00	6,444	4,592,557	100.00	6,855
Regular	2,668,994	61.82	3,984	2,739,175	59.64	4,088
Gifted & Talented	59,534	1.38	89	59,534	1.30	89
Career & Technical	91,809	2.13	137	91,809	2.00	137
Students with Disabilities	695,036	16.10	1,037	722,868	15.74	1,079
Accelerated Education	0	0.00	0	1,025	0.02	2
Bilingual	139,255	3.23	208	139,255	3.03	208
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	662,780	15.35	989	838,891	18.27	1,252
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Horizon Middle District: CLINT ISD

Campus Number: 071901044 Total Membership: 744

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,842,085	100.00	6,508	5,149,606	100.00	6,922
Operating-Payroll	4,368,397	90.22	5,872	4,515,180	87.68	6,069
Other Operating	471,636	9.74	634	632,374	12.28	850
Non-Operating(Equipt/Supplies)	2,052	0.04	3	2,052	0.04	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,840,033	100.00	6,505	5,147,554	100.00	6,919
Instruction (11,95) *	3,295,889	68.10	4,430	3,585,719	69.66	4,820
Instructional Res/Media (12) *	87,953	1.82	118	87,953	1.71	118
Curriculum/Staff Develop (13) *	101,089	2.09	136	108,134	2.10	145
Instructional Leadership (21) *	109,089	2.25	147	109,089	2.12	147
School Leadership (23) *	474,482	9.80	638	476,243	9.25	640
Guidance/Counseling Svcs (31) *	206,022	4.26	277	232,022	4.51	312
Social Work Services (32) *	6,662	0.14	9	6,662	0.13	9
Health Services (33) *	67,663	1.40	91	67,663	1.31	91
Food (35) **	144,666	2.99	194	144,666	2.81	194
Extracurricular (36) *	135,444	2.80	182	118,329	2.30	159
Plant Maint/Operation (51) * **	183,687	3.80	247	183,687	3.57	247
Security/Monitoring (52) * **	27,387	0.57	37	27,387	0.53	37
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,348,849	100.00	5,845	4,673,485	100.00	6,282
Regular	2,689,426	61.84	3,615	2,771,159	59.30	3,725
Gifted & Talented	41,687	0.96	56	41,687	0.89	56
Career & Technical	67,290	1.55	90	67,290	1.44	90
Students with Disabilities	625,969	14.39	841	716,580	15.33	963
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	20,863	0.48	28	20,863	0.45	28
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	903,392	20.77	1,214	1,054,659	22.57	1,418
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	222	0.01	0	222	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Ricardo Estrada Middle District: CLINT ISD

Campus Number: 071901045 Total Membership: 741

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,718,316	100.00	6,367	4,999,827	100.00	6,747
Operating-Payroll	4,285,935	90.84	5,784	4,379,763	87.60	5,911
Other Operating	430,542	9.12	581	618,225	12.36	834
Non-Operating(Equipt/Supplies)	1,839	0.04	2	1,839	0.04	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,716,477	100.00	6,365	4,997,988	100.00	6,745
Instruction (11,95) *	3,142,954	66.64	4,242	3,385,918	67.75	4,569
Instructional Res/Media (12) *	76,773	1.63	104	76,773	1.54	104
Curriculum/Staff Develop (13) *	95,602	2.03	129	110,169	2.20	149
Instructional Leadership (21) *	99,391	2.11	134	99,391	1.99	134
School Leadership (23) *	491,963	10.43	664	493,887	9.88	667
Guidance/Counseling Svcs (31) *	217,340	4.61	293	243,340	4.87	328
Social Work Services (32) *	6,097	0.13	8	6,097	0.12	8
Health Services (33) *	76,875	1.63	104	76,875	1.54	104
Food (35) **	154,367	3.27	208	154,367	3.09	208
Extracurricular (36) *	135,478	2.87	183	131,534	2.63	178
Plant Maint/Operation (51) * **	182,717	3.87	247	182,717	3.66	247
Security/Monitoring (52) * **	36,920	0.78	50	36,920	0.74	50
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,206,995	100.00	5,677	4,492,450	100.00	6,063
Regular	2,778,551	66.05	3,750	2,871,978	63.93	3,876
Gifted & Talented	21,048	0.50	28	21,048	0.47	28
Career & Technical	14,424	0.34	19	14,424	0.32	19
Students with Disabilities	490,483	11.66	662	490,483	10.92	662
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	88,393	2.10	119	88,393	1.97	119
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	813,993	19.35	1,099	1,004,996	22.37	1,356
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	103	0.00	0	103	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Wm David Surratt El District: CLINT ISD

Campus Number: 071901101 Total Membership: 1,002

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,818,046	100.00	5,806	6,102,257	100.00	6,090
Operating-Payroll	5,450,785	93.69	5,440	5,567,704	91.24	5,557
Other Operating	364,779	6.27	364	532,071	8.72	531
Non-Operating(Equipt/Supplies)	2,482	0.04	2	2,482	0.04	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,815,564	100.00	5,804	6,099,775	100.00	6,088
Instruction (11,95) *	4,393,181	75.54	4,384	4,658,653	76.37	4,649
Instructional Res/Media (12) *	92,708	1.59	93	92,708	1.52	93
Curriculum/Staff Develop (13) *	152,196	2.62	152	152,196	2.50	152
Instructional Leadership (21) *	128,059	2.20	128	128,059	2.10	128
School Leadership (23) *	416,455	7.16	416	419,294	6.87	418
Guidance/Counseling Svcs (31) *	172,686	2.97	172	198,686	3.26	198
Social Work Services (32) *	8,612	0.15	9	8,612	0.14	9
Health Services (33) *	99,012	1.70	99	99,012	1.62	99
Food (35) **	189,463	3.26	189	189,463	3.11	189
Extracurricular (36) *	17,000	0.29	17	6,900	0.11	7
Plant Maint/Operation (51) * **	121,353	2.09	121	121,353	1.99	121
Security/Monitoring (52) * **	24,839	0.43	25	24,839	0.41	25
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,462,909	100.00	5,452	5,755,120	100.00	5,744
Regular	4,163,781	76.22	4,155	4,163,781	72.35	4,155
Gifted & Talented	4,311	0.08	4	4,311	0.07	4
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	456,525	8.36	456	456,525	7.93	456
Accelerated Education	0	0.00	0	2,560	0.04	3
Bilingual	107,475	1.97	107	107,475	1.87	107
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	477,859	8.75	477	767,510	13.34	766
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	252,958	4.63	252	252,958	4.40	252

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Red Sands El District: CLINT ISD

Campus Number: 071901102 Total Membership: 710

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,741,105	100.00	6,678	5,009,552	100.00	7,056
Operating-Payroll	4,421,914	93.27	6,228	4,550,094	90.83	6,409
Other Operating	317,130	6.69	447	457,397	9.13	644
Non-Operating(Equipt/Supplies)	2,061	0.04	3	2,061	0.04	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,739,044	100.00	6,675	5,007,491	100.00	7,053
Instruction (11,95) *	3,435,670	72.50	4,839	3,650,560	72.90	5,142
Instructional Res/Media (12) *	80,003	1.69	113	80,003	1.60	113
Curriculum/Staff Develop (13) *	152,834	3.22	215	152,834	3.05	215
Instructional Leadership (21) *	107,584	2.27	152	107,584	2.15	152
School Leadership (23) *	416,120	8.78	586	416,120	8.31	586
Guidance/Counseling Svcs (31) *	105,260	2.22	148	131,260	2.62	185
Social Work Services (32) *	6,979	0.15	10	6,979	0.14	10
Health Services (33) *	112,637	2.38	159	112,637	2.25	159
Food (35) **	87,490	1.85	123	87,490	1.75	123
Extracurricular (36) *	18,462	0.39	26	16,104	0.32	23
Plant Maint/Operation (51) * **	187,009	3.95	263	216,924	4.33	306
Security/Monitoring (52) * **	28,996	0.61	41	28,996	0.58	41
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,417,087	100.00	6,221	4,656,927	100.00	6,559
Regular	3,151,918	71.36	4,439	3,151,918	67.68	4,439
Gifted & Talented	3,022	0.07	4	3,022	0.06	4
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	459,450	10.40	647	459,450	9.87	647
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	77,937	1.76	110	77,937	1.67	110
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	472,690	10.70	666	711,505	15.28	1,002
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	252,070	5.71	355	252,070	5.41	355

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**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Desert Hills El District: CLINT ISD

Campus Number: 071901103 Total Membership: 1,028

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,318,143	100.00	6,146	6,596,484	100.00	6,417
Operating-Payroll	5,782,512	91.52	5,625	5,925,725	89.83	5,764
Other Operating	532,890	8.43	518	668,018	10.13	650
Non-Operating(Equipt/Supplies)	2,741	0.04	3	2,741	0.04	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,315,402	100.00	6,143	6,593,743	100.00	6,414
Instruction (11,95) *	4,694,150	74.33	4,566	4,946,758	75.02	4,812
Instructional Res/Media (12) *	93,804	1.49	91	93,804	1.42	91
Curriculum/Staff Develop (13) *	179,006	2.83	174	179,006	2.71	174
Instructional Leadership (21) *	143,351	2.27	139	143,351	2.17	139
School Leadership (23) *	460,433	7.29	448	460,433	6.98	448
Guidance/Counseling Svcs (31) *	175,824	2.78	171	201,824	3.06	196
Social Work Services (32) *	9,167	0.15	9	9,167	0.14	9
Health Services (33) *	126,212	2.00	123	126,212	1.91	123
Food (35) **	143,739	2.28	140	143,739	2.18	140
Extracurricular (36) *	65,469	1.04	64	60,825	0.92	59
Plant Maint/Operation (51) * **	179,716	2.85	175	183,216	2.78	178
Security/Monitoring (52) * **	44,531	0.71	43	45,408	0.69	44
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,881,947	100.00	5,722	6,160,205	100.00	5,992
Regular	3,774,697	64.17	3,672	3,774,697	61.28	3,672
Gifted & Talented	4,302	0.07	4	4,302	0.07	4
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	766,842	13.04	746	804,904	13.07	783
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	71,748	1.22	70	71,748	1.16	70
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	963,602	16.38	937	1,202,773	19.52	1,170
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	300,756	5.11	293	300,756	4.88	293

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Montana Vista El District: CLINT ISD

Campus Number: 071901104 Total Membership: 617

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,127,413	100.00	6,689	4,350,985	100.00	7,052
Operating-Payroll	3,844,639	93.15	6,231	3,957,113	90.95	6,413
Other Operating	281,193	6.81	456	392,291	9.02	636
Non-Operating(Equipt/Supplies)	1,581	0.04	3	1,581	0.04	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,125,832	100.00	6,687	4,349,404	100.00	7,049
Instruction (11,95) *	2,889,104	70.02	4,683	3,081,100	70.84	4,994
Instructional Res/Media (12) *	87,666	2.12	142	87,666	2.02	142
Curriculum/Staff Develop (13) *	164,736	3.99	267	170,630	3.92	277
Instructional Leadership (21) *	80,275	1.95	130	80,275	1.85	130
School Leadership (23) *	440,667	10.68	714	443,943	10.21	720
Guidance/Counseling Svcs (31) *	89,824	2.18	146	115,824	2.66	188
Social Work Services (32) *	5,646	0.14	9	5,646	0.13	9
Health Services (33) *	97,905	2.37	159	97,905	2.25	159
Food (35) **	78,553	1.90	127	78,553	1.81	127
Extracurricular (36) *	10,043	0.24	16	5,161	0.12	8
Plant Maint/Operation (51) * **	148,386	3.60	240	148,386	3.41	240
Security/Monitoring (52) * **	33,027	0.80	54	34,315	0.79	56
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,855,823	100.00	6,249	4,082,989	100.00	6,617
Regular	2,650,126	68.73	4,295	2,650,126	64.91	4,295
Gifted & Talented	4,254	0.11	7	4,254	0.10	7
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	265,195	6.88	430	298,742	7.32	484
Accelerated Education	0	0.00	0	1,025	0.03	2
Bilingual	76,298	1.98	124	76,298	1.87	124
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	572,206	14.84	927	764,800	18.73	1,240
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	287,744	7.46	466	287,744	7.05	466

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Frank Macias El District: CLINT ISD

Campus Number: 071901105 Total Membership: 1,037

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,351,282	100.00	6,125	6,660,566	100.00	6,423
Operating-Payroll	5,940,836	93.54	5,729	6,037,565	90.65	5,822
Other Operating	407,462	6.42	393	620,017	9.31	598
Non-Operating(Equipt/Supplies)	2,984	0.05	3	2,984	0.04	3
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,348,298	100.00	6,122	6,657,582	100.00	6,420
Instruction (11,95) *	4,823,528	75.98	4,651	5,086,297	76.40	4,905
Instructional Res/Media (12) *	90,908	1.43	88	90,908	1.37	88
Curriculum/Staff Develop (13) *	160,671	2.53	155	160,671	2.41	155
Instructional Leadership (21) *	161,322	2.54	156	161,322	2.42	156
School Leadership (23) *	427,199	6.73	412	427,199	6.42	412
Guidance/Counseling Svcs (31) *	210,242	3.31	203	236,242	3.55	228
Social Work Services (32) *	9,503	0.15	9	9,503	0.14	9
Health Services (33) *	102,185	1.61	99	102,185	1.53	99
Food (35) **	140,073	2.21	135	140,073	2.10	135
Extracurricular (36) *	14,687	0.23	14	7,840	0.12	8
Plant Maint/Operation (51) * **	171,780	2.71	166	199,142	2.99	192
Security/Monitoring (52) * **	36,200	0.57	35	36,200	0.54	35
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,985,558	100.00	5,772	6,273,627	100.00	6,050
Regular	4,043,949	67.56	3,900	4,043,949	64.46	3,900
Gifted & Talented	6,183	0.10	6	6,183	0.10	6
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	911,873	15.23	879	911,873	14.54	879
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	114,011	1.90	110	114,011	1.82	110
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	531,094	8.87	512	818,138	13.04	789
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	378,448	6.32	365	378,448	6.03	365

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Carroll T Welch El District: CLINT ISD

Campus Number: 071901106 Total Membership: 875

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,087,214	100.00	5,814	6,990,703	100.00	7,989
Operating-Payroll	4,717,365	92.73	5,391	4,932,895	70.56	5,638
Other Operating	311,671	6.13	356	455,525	6.52	521
Non-Operating(Equipt/Supplies)	58,178	1.14	66	1,602,283	22.92	1,831
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,029,036	100.00	5,747	5,388,420	100.00	6,158
Instruction (11,95) *	3,666,532	72.91	4,190	4,001,360	74.26	4,573
Instructional Res/Media (12) *	91,968	1.83	105	91,968	1.71	105
Curriculum/Staff Develop (13) *	160,601	3.19	184	160,601	2.98	184
Instructional Leadership (21) *	104,241	2.07	119	104,241	1.93	119
School Leadership (23) *	421,424	8.38	482	421,424	7.82	482
Guidance/Counseling Svcs (31) *	105,650	2.10	121	131,650	2.44	150
Social Work Services (32) *	7,124	0.14	8	7,124	0.13	8
Health Services (33) *	96,443	1.92	110	96,443	1.79	110
Food (35) **	159,385	3.17	182	159,385	2.96	182
Extracurricular (36) *	16,678	0.33	19	11,401	0.21	13
Plant Maint/Operation (51) * **	170,903	3.40	195	174,101	3.23	199
Security/Monitoring (52) * **	28,087	0.56	32	28,722	0.53	33
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,653,983	100.00	5,319	5,014,461	100.00	5,731
Regular	3,523,084	75.70	4,026	3,523,084	70.26	4,026
Gifted & Talented	3,038	0.07	3	3,038	0.06	3
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	323,846	6.96	370	418,229	8.34	478
Accelerated Education	0	0.00	0	1,025	0.02	1
Bilingual	114,863	2.47	131	114,863	2.29	131
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	439,681	9.45	502	704,751	14.05	805
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	249,471	5.36	285	249,471	4.98	285

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Section 3: 2019-2020 Accreditation Status

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.

Pursuant to TEC §§39.051 and 39.052 and 19 TAC §97.1055, TEA annually assigns one of four accreditation statuses to each district in the state:

- ❑ *Accredited*
- ❑ *Accredited-Warned*
- ❑ *Accredited-Probation*
- ❑ *Not Accredited-Revoked*

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status
071901	CLINT ISD	19	A – Superior	B	☑ ACCREDITED

*Information received from the TEA's District Accreditation Status Webpage: https://tea.texas.gov/accredstatus/

Section 4: Campus Performance Objectives

TEC §39.306(a) requires that the District's Annual Report include the campus performance objectives established under TEC §11.253, and the progress of each campus toward those objectives.

Clint Independent School District

Clint High School

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 17, 2019

Mission Statement

All students graduating from Clint High School will be well rounded, successful, productive members of society; skilled both socially and academically with a mindset to succeed and a passion for lifelong learning.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

To equip all Lions with the skills to find their internal grit,

to seize their opportunities to reach their potential and to have the courage to live with great purpose.

MOTTO:

“Win the Day!”

Value Statement

We believe that all LIONS WILL discover their greatness within.

We believe that we are responsible for our behavior.

We believe in the value of quality work.

We believe in being solution drive

We believe in serving the community.

We believe that teamwork results in excellence.

We believe that showing up today will make us better tomorrow.

We believe that honoring diversity strengthens us.

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Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups will improve their performance on the EOC STAAR tests (English 1, English 2, Algebra 1, Biology, and U.S. History) in 2019-20 by 5% by engaging in effective, rigorous instruction and receiving additional support as needed to master the standards.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Provide STAAR/EOC remediation classes for core content areas.	Administration Curriculum Coach Teacher	Common Assessment Benchmark STAAR/EOC tests	50%	65%	80%	
Additional Targeted Support Strategy 2) All 9th grade students will take a technical writing class.	Administration Curriculum Coach Teacher	Common Assessment Benchmark EOC tests	50%	65%	85%	100%
Additional Targeted Support Strategy 3) Computer labs will be available to students after school in order to provide access to effective software programs.	Administration Curriculum Coach	Sign-in sheet	25%	30%	75%	100%
Comprehensive Support Strategy 4) Provide structured tutoring, to include after school, Saturdays, and Fall and Spring Intersessions, in core content areas with access to after school tutoring bus transportation for those who attend.	Administration Curriculum Coach Core area teachers	Common Assessments Benchmark tests EOC tests Sign-in sheets	25%	40%	80%	
5) All Special Education students, category 43 and 44, will be fully included in a general education academic setting through an inclusion model.	Administration Classroom Teacher SpEd Teacher	Common Assessment Benchmark tests EOC tests IEP	25%	35%	75%	100%
6) Provide a peer tutoring model of inclusion throughout the master schedule to support SpEd population in classroom. (this strategy supports District Level TAIS and PBM)	Administration SpEd Department Counselor	Common Assessment Benchmark tests EOC tests	25%	30%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Integrate technology into classroom instruction, including Interactive White Boards, iPads, chromebooks/YOGA 1-1 laptops, Google Classroom and other electronic devices, software and websites, to engage students' learning of the TEKS.	Administration Curriculum Coach Teacher	Common Assessment Benchmark tests EOC tests Walk-throughs	10%	60%	100%	100%
8) Conduct experiments and lab activities in all science and engineering math classes and purchase supplies and materials to support instruction of Science, Math TEKS and Robotics. Students will also Participate in Campus and District Science Fair, STEM and Robotics activities. License for STEM/Genesis to help students mentor them with scientific research projects. Robotics teacher will be able to purchase meals for students participating in any Robotics competition outside of district.	Administration Teachers Curriculum Coach	Common Assessments Benchmark tests EOC tests Walk-throughs Participation of student in Science Fair	25%	40%	80%	100%
Comprehensive Support Strategy 9) Use supplemental instructional materials to enhance student learning by purchasing preparation exams, testing materials, student workbooks and supplies.	Administration Curriculum Coach Teachers	Common Assessment Benchmark tests EOC tests Walk-throughs	25%	55%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 10) Core Content Area Teachers, EOC classes and creative writing classes will utilize the YAG and IFD documents in the TEKS Resource System to develop their daily lessons.	Administration Curriculum Coach Teachers	Common Assessments Benchmark tests EOC tests Walk-throughs	25%	40%	80%	100%
11) Purchase instructional material for DSC classroom to include items for Fine Arts and Choir, DSC classroom supplies & materials for students daily lesson plans.	Administration Teacher	STAAR Alt Social Interaction Walk-throughs	25%	45%	80%	100%
Additional Targeted Support Strategy 12) AVID Cornell Way C- Notes, Kagan, Siedlitz, and Common Instructional Framework strategies will be implemented in all content area classrooms.	Administration Curriculum Coach All teachers	Common Assessment Benchmark test EOC test Walk-throughs	25%	50%	80%	100%
Additional Targeted Support Strategy 13) Instructional rounds will be implemented by all content area teachers during PLC meetings.	Administration Curriculum Coach	Forms Schedules	25%	40%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 14) Additional planning time will be provided for special education teachers with the core area regular education teachers who are teaching students in the inclusion model. (Supports District TAIS and PBM)	Administration Department Chairs	Agenda Sign-In Sheet	25%	45%	80%	100%
Additional Targeted Support Strategy 15) Administrators will implement the 3 minute walkthrough protocol in all subject areas and use Edugence to document and inform teachers in instructional conversations.	Administration	Recorded walk-throughs PDAS Observation Summative Observation	25%	45%	75%	100%
Additional Targeted Support Strategy 16) Teachers, Curr. Coach and Admin will participate in PLC on Tuesdays.	Administration Curriculum Coach Department Chairs	Agenda Sign-in sheets	25%	50%	80%	100%
Additional Targeted Support Strategy 17) Core teachers under leadership of all department chairs including SpEd teachers will analyze campus data, and discuss appropriate and effective instructional strategies to implement in the classroom.	Administration Curriculum Coach Department Chairs Teachers	Common Assessment Benchmark tests EOC tests Agenda Sign-in Sheet Item analysis forms	25%	50%	80%	100%
18) RtI grade level teams will meet weekly to analyze student data to include EOC, Benchmark, grades, behavior and attendance. Based on the review, at-Risk students will be identified and meetings will be conducted with identified students and parent by grade level.	Administration Curriculum Coach RtI teachers	Agenda Sign-in sheet RtI student documentation form	25%	25%	70%	100%
19) Offer courses related to T-STEM and STEM pathways.	Administration Counselor Curriculum Coach	Benchmark tests Common Assessments EOC tests	25%	50%	85%	100%
20) Implement Project Based Learning in all Core Content, CATE and elective classes and purchase workbooks, supplies and materials for student projects. Teachers will conduct 1 PBL per semester,	Administration CATE teachers Elective teachers	PBL lesson plans. Walkthroughs	25%	50%	80%	100%
21) The library will order books, periodicals, electronic books, digital books, ereaders and other literacy supportive items.	Administration Librarian	Sign-in sheets Student book check out	10%	30%	80%	100%
22) Provide basic classroom supplies and materials for teachers to include summer school.	Administration , Budget clerk and teachers.	Purchase order requests.	25%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
23) Purchase technical equipment to facilitate student presentations of differentiated instructional activities to support TEKS.	Administrators and Classroom Teachers	Common Assessment Benchmark tests EOC and Collaborative group work or PBL presentations	25%	40%	75%	100%
24) GT supplies and materials for all core areas, to include graduation supplies.			25%	30%	75%	100%
25) Maintain critical rosters of students 9-12 at risk of not graduating with their cohort.	Administrators	EOC STAAR Scores Graduation Rates	25%	55%	75%	100%
26) Purchase STEMSCOPES license to align all grade levels with science adoption to teach TEKS.	Administration, Teachers	Purchase Order	25%	35%	70%	100%
Additional Targeted Support Strategy 27) 10th graders who have not achieved success on STAAR EOC ELA 1 will be enrolled in a creative writing class for EOC support/remediation.	Counselors Admin	STAAR scores	25%	35%	75%	100%
28) GT Students will attend El Paso Museums and Operation Outbreak, this will provide opportunities to use critical thinking skills and oral expression and visual literacy enhancement. GT students will participate in Destination Imaginations/ SayYes to Creativity competition.	Administrators and Teachers	Purchase Order	25%	50%	70%	100%
29) Purchase online course to support STEM curriculum.	Administrators Curriculum Coach Teachers	Purchase Order	25%	40%	80%	100%
30) Buy ink needed for the printer in DSC unit to print colored material to supplement instruction and reading material for students to b successful on the State Assessment and their daily objectives as pr their perspective IEP"s.	Administrators Teachers	Purchase Order	25%	100%	100%	100%
31) Teachers will conduct self-initiated learning walks. Core areas once per semester and non-core twice per semester						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
32) CHS will be an AVID school year 2 in the 2019-20 school year. There will be three AVID elective class and an AVID school-wide component. Purchase supplies needed to enhance AVID classes for multiple and simultaneous tutorials during class.	Administrators Teachers	Purchase Order	25%	45%	75%	100%
Additional Targeted Support Strategy 33) CHS teachers, Admin will be trained in writing programs which will be implemented in grades 6-10 to ensure student success in ELA 1 and II.			25%	60%	75%	100%
Additional Targeted Support Strategy 34) Campus team will create one to one tutoring plan for each student. Individual tutoring plans will be entered into RTI module of Skyward.			10%	15%	80%	100%
35) Teachers will attend Lead4ward training in the Fall and spring to develop interventions for the ITP			25%	50%	70%	
36) Student performance will be monitored through Count down to zero, EOC remediation and RTI			25%	35%	70%	100%
Additional Targeted Support Strategy 37) Campus Administrators and Curriculum Coach will conduct instructional rounds and walkthroughs to ensure that interventions are being used consistently in all subject areas and special programs (EOC Remediation, Creative writing, Tech writing,SPED and ESL).			25%	35%	70%	100%
38) Train all staff on online STAAR EOC testing.			25%	35%	75%	100%
Additional Targeted Support Strategy 39) Train all faculty in AVID reading strategies and Cornell notes and other WICOR strategies			50%	55%	65%	100%
40) Implement English 3D for ESL students.	Admin will use Walkthrough data, Teacher Lesson Plans	Increase in fluency and performance of ELL's.	25%	35%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
41) Purchase Online software to support classroom instruction in English and Math.	Administrators Curriculum Coach Teachers	Purchase Order	5%	10%	70%	100%
42) Purchase instructional material for Math classrooms to include supplies & materials for students daily lesson plans.	Teacher Administrator Curriculum Coach		0%	0%	0%	100%
43) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 2: During the 2019-20 school year, all English Language Learners (ELL) will meet System Safeguards in all core content areas by engaging in effective classroom instruction, receiving additional support as needed, meeting their ELL Progress measure and/or showing a 10% growth in their ELL progress measure.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) all ELA teachers will be ESL certified	Administration Curriculum Coach Teacher	Agenda Sign-in Sheets	100%	100%	100%	100%
Comprehensive Support Strategy 2) Teachers will be trained in and use Sheltered Instruction Plus strategies through Seidlitz Education.	Central Office	Sign-in sheet	25%	50%	75%	100%
Comprehensive Support Strategy 3) Formal assessments will be utilized to place ELL students in the appropriate setting. Including but not limited to LAS-Links, Terra- Nova.	ELL Teacher LPAC Clerk	Assessments	25%	40%	75%	100%
Comprehensive Support Strategy 4) ELL students, ELL year 1 monitors and ELL year 2 monitors grades will be reviewed every 3 weeks, and struggling students will be addressed through RtI grade level teams as well as the LPAC committee.	Administration RtI team LPAC Committee	Failure report RtI documentation LPAC documentation	25%	40%	65%	100%
5) LUCHA will be used to evaluate transcripts for incoming new students from Mexico.	Central Office Counselor Budget clerk	# of transcripts evaluated	25%	35%	70%	100%
Comprehensive Support Strategy 6) Purchase supplemental classroom supplies to enhance instructional lessons for use with TELPAS testing for LEP students, to include reading materials, and headphones.	Administration	Purchase Order	25%	40%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 3: During the 2019-20 school year, staff development will be provided for all teachers and staff to develop teacher leaders in and out of the classroom while enhancing classroom instruction by developing rigorous, engaging, collaborative, accommodated and differentiated lessons to maximize student learning.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide ongoing staff development for teachers on data analysis, including heat maps, question analysis, data disaggregation, and remediation.	Administration Curriculum Coach	Agenda Sign-in sheet Proof of Attendance	25%	40%	70%	100%
2) Provide ongoing training on entering student progress information into Skyward and evaluation of students through RtI.	Administration Curriculum Coach	Agenda Sign-in sheet RtI student forms	25%	25%	70%	100%
3) Administrators and teachers will attend Texas Assessment Conference,TASSP Summer Workshop, Texas STEM Conference and STEM School Tour, to support Math and Science core areas instructional strategies and content specific professional development.	Administration	Proof of Attendance Purchase Order	25%	40%	75%	
4) Teachers will attend Pre-AP and AP training in Social Studies, Science, Math and English.	Central Office Administration	# of students enrolled in Pre-AP and AP classes	0%	10%	65%	
5) Provide ongoing training for teachers on Eduphoria Applications, Edugence, Google Classroom Suite	Administration Curriculum Coach Teachers	Benchmark tests Common Assessments	25%	50%	75%	100%
Comprehensive Support Strategy 6) Teachers will receive on-going staff development through "Teacher Support Wednesday"	Administration Curriculum Coach	Sign-in Sheet	25%	55%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Cosmetology teacher will attend TIVA and CHI Polish Up Your Skills conference, which will help with professional development, new techniques and product knowledge to incorporate latest trends and techniques to lesson planning.	Administration	Documentation of participation	25%	30%	100%	100%
8) Athletic Trainer will attend the Annual Symposium on Sports medicine.	Administration	Documentation of participation	25%	25%	100%	100%
9) Provide ongoing technology staff development and adequate training for all instructional software, iPad usage and Google Classroom.	Administration Curriculum Coach CTC Apple Core Team	Lesson plans Walk-throughs STAR Chart	25%	25%	80%	100%
Comprehensive Support Strategy 10) Teachers will be trained on how to apply updated accountability system requirements, including the Texas Academic Performance Report (TAPR), the 4 state indexes, TAIS and System Safeguards.	Administration Curriculum Coach	Sign-in sheet	25%	50%	80%	100%
Comprehensive Support Strategy 11) Provide Teachers with materials and training necessary to ensure knowledge and compliance with ELL, ELPS, Special Education, Dyslexia, Gifted and Talented, and Section 504 policies.	Administration	Proof of Purchase	25%	45%	70%	100%
12) Teachers, administrators and counselors will attend various conferences at Region 19 to include, the Annual Border Conference and Leaving a Clear Trail and A Sensory Based Approach to Communication and Assistive Technology.	Administration	Proof of Attendance Purchase Order	10%	15%	60%	100%
13) Provide teachers and administrators with the necessary training to improve instruction and academic performance in science and math related subjects as well as develop strategic thinking and planning to increase STEM readiness for all CHS students in Math and Science.	Administration	Sign in Sheets	25%	45%	75%	100%
Comprehensive Support Strategy 14) Provide ongoing staff development for teachers on student collaboration, communication, and critical thinking using: Common Instructional Framework, Lead4ward, Kagan Strategies, Seidlitz and PBL's			25%	40%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 15) Provide ongoing staff development for teachers on effective planning through: TEKS Resource System, Google Classroom, Depth of Knowledge, Instructional Calendars and Common Assessments.			25%	55%	75%	100%
Comprehensive Support Strategy 16) Provide ongoing staff development for teachers on differentiation for special populations through inclusion strategies, Seidlitz Sheltered Instruction Plus, and TAGT Annual GT Conference, AVID strategies, CIF			25%	40%	80%	100%
17) Agriculture teacher will attend the Texas Livestock Project Conference and the VATAT Professional Development Conference for Agriculture, Food and Natural Resources Cluster and TIVA Summer PD Conference @ Corpus Christi.	Administration	Documentation of Participation and Purchase Order	25%	35%	70%	100%
18) Teachers and Administrators will attend Bootcamp 101 at Region 19. Conference will help teachers/admin to coach and empower students to increase their scores on TSI and be graduate college ready.	Administration	Proof of attendance and Purchase Order	25%	55%	80%	100%
19) Auto Repair teacher will attend Secrets of EFI Calibration Seminar, New Teacher CTE Conference @ Region 19 and Advanced Training/Tuning class.	Administration	Proof of Purchase	10%	10%	100%	100%
20) Teacher, Staff and Administration will participate in ongoing professional development to enhance and develop leadership skills allowing for increased teacher and staff autonomy at various levels throughout the campus. This includes AVID National Conferences and OnRamps Training.	Administration	Proof of attendance.	25%	40%	80%	100%
21) All CHS teachers will receive training in AVID strategies			25%	45%	80%	100%

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 4: During the 2019-20 school year, electronic devices and computer/online programs and licenses will be purchased, upgraded or maintained in order to provide students with up to date equipment that will enhance their information, media, and technology skills.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase technology equipment support as needed including: InFocus Display, new laptops for students and teachers, upgrade computers in various classrooms, chrome books and new computers/desktops for computer labs.	Administration CTC	STAR Chart Technology Survey Purchase Order	25%	40%	100%	100%
2) Purchase technology software, equipment, programs and licenses.	Administration CTC Teacher	STAR Chart Technology Survey	25%	45%	80%	100%
3) Purchase ink cartridges for printers for campus productivity.	Administration CTC	Benchmark tests EOC tests Lesson Plans Walk-throughs	25%	35%	70%	100%
4) Purchase/upgrade technology equipment and replacement lamps for projectors for Core area teachers and curriculum coach.	Administration CTC	STAR Chart technology survey	10%	35%	100%	100%
5) Purchase online subscription to NEWS 2 YOU for Developmental Skills Class students.			10%	10%	5%	100%
Comprehensive Support Strategy 6) Purchase subscriptions to online programs for credit recovery, remediation and tutoring.			25%	35%	100%	100%
7) Provide an online credit recovery program for use after school, at home, and during tutoring, SAC or pull outs.	Administrators Counselors Credit Recovery Aide	Grade Reports Sign-in Sheets	25%	30%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) Purchase high volume printers for classroom instruction so that students may print research projects, outlines, and other word processing documents.	Administration, CTC	Benchmark Tests Projects, Lesson Plans, Walk-throughs	25%	35%	100%	100%
9) Purchase printers for CTE classes to include, Agriculture, Floral Design, Welding, Farming, Engineering, Law Enforcement, Cosmetology, Auto Repair, Veterinary Science classes, for classroom instruction for student use.	Administration, Counselors	Grade Reports Walk-throughs Purchase Order	25%	25%	100%	100%
10) Purchase KUTA Software for the STEM program.	Administration Teachers	Purchase order	100%	100%	100%	100%
11) Purchase graphing calculators for the Math Department.	Administration Teachers	Purchase Order	50%	55%	100%	100%
12) CHS will be an AVID school year 2 in the 2019-20 school year. There will be three AVID elective class and an AVID school wide component. Purchase printer needed to enhance AVID classes for multiple and simultaneous tutorials during class.	Administration Teachers	Purchase Order	25%	45%	100%	100%
13) Purchase/upgrade technology for the CTE Classrooms.	Administration Teachers	Purchase Order	25%	40%	80%	100%
14) Purchase printers for DSC & Resource classroom to help students practice for office environment and to print projects.	Administration Teachers	Purchase Order	25%	30%	80%	100%
15) Purchase Audio/Visual technology, for the AP Computer Science Classroom and Students.	Administration Teachers	Purchase Order	0%	45%	100%	100%

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 5: During the 2019-20 school year, all students will be given the opportunity to explore different career pathways.

Evaluation Data Source(s) 5:

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Update software in the classrooms and access to dual credit classes for core areas via computer lab.	Administration Counselor	Technology inventory STAR Chart	25%	35%	80%	100%
2) Purchase textbooks for dual credit/Advanced Placement classes and practice exams materials for AP instructional purposes.	Administration Counselor	Number of students enrolled Purchase Order	50%	55%	80%	100%
3) Students may enroll in Business support course. Purchase supplies & software licenses.	Counselor Business Teacher	Number of students enrolled	50%	60%	80%	100%
4) Students may enroll in the Floral Design Program and purchase instructional materials, supplies and equipment. Students may create floral arrangements for various events in Floral Design.	Counselor Teacher	Grade Report	25%	25%	70%	100%
5) DSC students will understand how a small business operates and students will acknowledge the exchange of money for goods purchased.	Teacher	Observation Final plan	25%	40%	75%	100%
6) Students may enroll in Auto Repair/Tech course. Purchase classroom supplies & materials to complete course assignments.	Teacher	Number of students enrolled	25%	40%	75%	100%
7) Students may enroll in a cosmetology course. Purchase classroom supplies & materials to complete course assignments including 2019-20 license renewals. Students will attend different training and workshops which will help with skills.	Counselor Teacher	Number of students enrolled.	25%	30%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) Guest speakers will instruct cosmetology class on various techniques.	Teacher	Number of students enrolled	25%	35%	75%	100%
9) Students may enroll in JROTC.	Teacher	Number of students enrolled	30%	55%	75%	100%
10) Students may participate in various activities when enrolled in JROTC: West Texas Drill Meet, School Board Meeting, Las Cruces Drill Meet, Horizon Christmas Parade, NMMI Drill Meet, Ft. Bliss Museum & NCO Museum, UTEP Drill Meet, YISD Drill Meet, Military Awards Ceremony, Colors for UTEP basketball game, El Paso County Jail visit, Fiesta Drill Meet, JROTC UTEP tour, Massing of Colors St. Rafael Parish, Ambrosio Veterans Home visit, JROTC Organization, JROTC Summer Camp, EPISD Convocation, Las Cruces Staff Fair, Present Colors at UTEP, Present Colors in Clint Community, Homecoming Parade, Veteran's Program, Veteran's Parade, Thanksgiving Parade, Fiesta Skills Meet, Cadet JROTC Organizational Day, Cadet Career Day at Clint Junior High, Clint JR High Graduation, Horizon PT Challenge, Veteran's Day Program, VA Hospital Visit	Teacher	Number of students participating	25%	45%	75%	100%
11) Student may enroll in the Agricultural program (i.e. welding, farming, floral design, wildlife, archery, engineering, STEM classes, etc.) Purchase classroom supplies & materials to complete course assignments.	Teacher	Number of student enrolled	25%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
12) Students may participate in various FFA Meetings/Events: County Fair Clean Up Day, El Paso County Fair, Southern New Mexico State Fair, State Fair of Texas, Agriculture Awareness, District FFA LDE Competition, State LDE Competition, District Meeting, Fort Worth Stock show, San Antonio Stock show, San Angelo Stock show, National FFA week, Kids N Kows, Houston Stock show, Austin Stock show, Tarelton Invitational Clinic, Texas Clareton, WTAMU, Texas Trio Judging Contest, Area Judging Contest, District Speaking Contest, Area II Convention, Chapter Banquet, State Leadership Conference, State Degree Check, Area II Leadership Camp, State FFA Convention, VATAT Ag Teacher's Conference	AG Teacher	Number of students participating	25%	45%	75%	100%
13) Students may enroll into the STEM pathway program.	Administration Counselor	Number of students enrolled	25%	55%	75%	100%
14) Students may enroll in a criminal justice course and purchase classroom supplies & materials to complete course assignments. Student swill also have the opportunity to visit El Paso County Courthouse and El Paso County Detention Facility to learn about the careers of correctional officer and a police officer.	Administration Counselor Teacher	Number of students enrolled	25%	30%	60%	100%
15) SPED students will visit a variety of learning environments outside the classroom to enhance the classroom objectives being covered.	Teachers Administration	Lesson plans Pass list	25%	40%	65%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
16) Students may enroll in a yearbook/journalism class.			30%	40%	75%	100%
17) Students may enroll in Engineering Class and purchase classroom supplies & materials to complete course assignments.	Teacher Administration	Number of students enrolled Purchase Order	25%	40%	100%	
18) Students may enroll in the Vet Tech Program and purchase instructional materials, textbooks, supplies and equipment. Students will attend animal clinics, trainings, workshops, which will help with hands on experience and skills.	Teacher	Number of students enrolled Transportation PO	25%	40%	65%	100%
19) Students may enroll in the University of Texas At Austin On Ramps Dual Enrollment Program for Computer Science and Pre-Calculus			25%	30%	70%	100%
20) Students may enroll in Forensics Science Class and purchase classroom supplies & materials to complete course assignments.	Teacher Administration	Purchase Order Number of Students enrolled	25%	35%	75%	100%
21) Students may enroll in AG Archery course. Purchase classroom supplies & materials to complete course assignments and attend wildlife contests.	Teacher Administration	Purchase Order Number of students enrolled	25%	50%	65%	100%
22) 22) Student may enroll in the PTECH program and purchase instructional materials, textbooks, supplies and equipment. Students will also have the opportunity to visit the El Paso Community Colleges to learn about the different pathways in technology. Students will attend trainings, workshops which will help with hands on experience and skills.	Teacher Administration Counselor	Number of students enrolled Purchase Order	0%	40%	75%	100%
23) Students may enroll in Computer Science program and purchase instructional supplies, textbooks and equipment. Students will also have the opportunity to attend TEALS Computer Science Fair.	Teacher Administrator Counselor	Purchase Order	0%	0%	75%	100%

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 6: During the 2019-20 school year, all students will meet College Readiness Standards by participating in college preparatory classes and activities.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Offer college readiness SAT/ACT test preparation classes.	Counselor	SAT/ACT scores	25%	25%	75%	100%
2) Will purchase ACT, SAT, NMSQT, AP, CBE (Credit By Exam) and TSI (Texas Success Initiative) exams.	Administration Counselor	College Board Reports	25%	40%	80%	100%
3) The College Go Center will be available for students. Students will be able to access college information; fill out application and financial aid forms on-line.	Counselor	Sign-in sheets	25%	35%	75%	100%
4) Conduct regularly scheduled Dual Credit, College and Career seminars and parent nights so that parents, teachers and students are aware of the materials available on financial aid and college information.	Counselor	Sign-in Sheets	25%	45%	75%	100%
5) Implement a "College Day" (i.e. college shirts may be worn by faculty and staff).	Administration Counselor	Number of college applications submitted Number of students attending college	25%	40%	75%	100%
6) All sophomores, and juniors will take the PSAT.	Counselor	Student sign-in sheet College Board results	25%	100%	100%	100%
7) Provide tours of EPCC's New Student Orientation and campus for first time Dual Credit students.	Counselors	Student Participation	25%	35%	65%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) Participate in TACRO College Fair in TBA.	Counselors	Student Participation	25%	100%	100%	100%
9) Schedule visits by various college recruiters.	Counselors	student participation	25%	40%	80%	100%
10) Juniors and Seniors will travel to various college campuses including: UTEP, New Mexico State, Sul Ross, Western Tech, Vista College, and EPCC.			25%	55%	80%	100%
11) Offer TSI boot camps to increase student performance in TSI	Administration Counselors		10%	30%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 7: During the 2019-20 school year, the number of student participating in extra-curricular activities will increase by 10%.

Evaluation Data Source(s) 7:

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 7: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Offer and maintain a National Honor Society Chapter.	Administration Sponsor	Number of members	25%	50%	80%	100%
2) Participate in Destination Imagination competition.	DI sponsor	Number of students participating	25%	35%	100%	100%
3) Participate in UIL One Act Play.	UIL Coordinator UIL One Act Play sponsor	Students participating	25%	35%	85%	100%
4) Participate in Region 1 - 3 UIL Academic Meet	UIL Coordinator UIL sponsor	Number of students participating	25%	40%	90%	
5) Participate in Regional UIL Academic Meet	UIL Coordinator UIL sponsors	Number of students participating	25%	30%	90%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Band students will participate in the following competitions: EPISD Marching Contest, UIL Marching Band Competition ATSSB Region Auditions, 4A & 5A Region-Band Auditions Region Auditions TMEA Area Auditions 4A &5A Region Band Clinic/Concert-UTEP All-State Band UIL Solo & Ensemble ATSSB All-Region Clinic/Concert UIL Concert and Sight Reading Contest UIL Texas State Solo & Ensemble Contest, Coronado Concert Band Festival, De Valle Concert Band Festival, Socorro Marchfest, Winterguard Competitions 4-5 per season TBD, Football games	Band Director	Number of students participating	25%	40%	85%	100%
7) Students will participate in the following sports: volleyball, football, tennis, cross country, basketball, softball, baseball, soccer, golf and track & field.	Administration Coaches	# of students participating	25%	40%	80%	100%
8) Students will participate in the G.E.P.C.T.M. (Greater El Paso Council of Teachers of Mathematics) competitions.	Administration UIL Coordinator Teachers	Number of students participating	25%	25%	100%	
9) Students will participate in a Robotics Club.			25%	45%	95%	100%

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 8: During the 2019-20 school year, all students will attend school daily and on time 97% of the time.

Evaluation Data Source(s) 8:

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 8: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Student attendance will be monitored on a daily basis.	Administration Attendance Clerk Attendance RTI Committee	Daily attendance reports First period attendance monitoring and disciplinary actions Rewards for students with 97% attendance or higher Ineligibility to participate in school sponsored activities for unexcused absences Weekly attendance reports	25%	35%	80%	100%
2) Parents will be informed and will participate in attendance/truancy prevention measures.	Administration Attendance Clerk Attendance RTI Committee	Attendance contract Parent meeting log Fewer truancy cases in court	25%	25%	80%	100%
3) Meetings will be held with parents and student to address excessive absences.	Administration Attendance Clerk Attendance RTI Committee	Attendance Contracts Parent Contact log RTI Meeting Log and intervention plan	25%	25%	75%	100%
4) Make home contacts and follow-through with truancy prevention measures for students with excessive attendance problems.	Administration Attendance Clerk Attendance RTI Committee	Attendance Contract Daily attendance reports Disciplinary action tied to attendance Reward system for attendance above 97% Loss of eligibility to participate in school activities Engage attendance @ risk students every three weeks at RTI meeting	25%	25%	80%	100%
5) Parent will be contacted daily via phone system (call-out) if student is absent.	Central Office Attendance Clerk	Log	25%	25%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Loss of Credit will be given to all students who fall below the state mandated 90% attendance in an effort to help them regain credit.	Attendance Clerk Administration RTI attendance Committee	RTI attendance committee meeting to identify students at risk for credit loss every 3 weeks Parent contact to notify of credit loss Credit recovery options after school, during teacher tutoring hours, on weekends, and during summer school	25%	25%	80%	100%
7) An RTI Attendance group will be established to help monitor attendance and communicate with parents.	Administration Counselors Attendance clerk Teachers CIS		10%	10%	30%	100%

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

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 9: During the 2019-20 school year, all students will have access to online resources to track their individual, instructional progress.

Evaluation Data Source(s) 9:

Summative Evaluation 9: Met Performance Objective

Next Year's Recommendation 9: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) All students will have access to an online email account.	Administration CTC	Number of students participating	50%	45%	85%	100%
2) All students will have access to and be trained in Student Skyward for checking grades, attendance, etc.	Administration Counselors	Number of students using Skyward student	25%	25%	70%	100%
3) Al students will participate in the district 1:1 initiative receiving either a Chromebook or yoga laptop.			25%	50%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 10: During the 2019-20 school year, all students will be afforded the opportunity to recover credits that may have been lost during their high school career.

Evaluation Data Source(s) 10:

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 10: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Enroll students into an online credit recovery program for use after school, during tutoring and at home.	Administration Counselor Credit recovery aide	Grade reports Sign-in sheets	25%	25%	75%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 11: During the 2019-20 school year, CHS will fulfill all requirements of a TEA designated T- STEM academy.

Evaluation Data Source(s) 11:

Summative Evaluation 11: Exceeded Performance Objective

Next Year's Recommendation 11: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Maintain a T-STEM advisory board to include representatives from the Academy, school board, district, community, higher education and STEM business. The Advisory board will support and guide the STEM Academy on: facility requirements, resource acquisition, curriculum development, student internships and externships.	Administrators STEM Coordinator	Board Meetings	25%	30%	55%	100%
2) A student board per grade level will meet and will be responsible for addressing current issues with academic support, fund-raising, student competition/travel, and other business concerning the Genesis Program.	Campus Administrators STEM Coordinator	Student Board Meetings	25%	35%	60%	100%
3) As a T-STEM Academy, CHS will implement systemic, tiered strategies for student support and retention such as host orientation session(s) and summer bridge program(s) to facilitate successful student transition into a rigorous college prep curriculum and a STEM-focused classroom environment.	Campus Administrators STEM Coordinator	Student participation	25%	35%	60%	100%
4) Provides all students with opportunities and the expectation to assume roles of leadership and responsibility within the classroom, Academy, and community.			25%	30%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Provides all students access and expectations to engage in purposeful school-sponsored activities. Hosts parent seminars to develop deep understanding and commitment to the rigor of college readiness and the high expectations of a STEM Academy.	Campus Administrators STEM Coordinator		25%	30%	60%	100%
6) Establishes curriculum expectations, monitoring, and accountability mechanisms that are reflectively revised to ensure a constancy of mission purpose (aligned resource allocation, integrated STEM curriculum development, teacher professional growth, and student results).			25%	30%	60%	100%
7) Supports and encourages all students to successfully complete four years of mathematics, four years of science, and four years of STEM electives in order to graduate college ready on the recommended or distinguished high school graduation plan.			25%	35%	60%	100%
8) Offers dual credit, articulated concurrent enrollment, AP or IB courses so that all students will graduate with 12-30 college credit hours.			25%	30%	60%	100%
9) Identify and secure key business,industry,and community partners to support STEM Academy efforts (mentorships, service learning projects,etc.) and related job shadowing, internships, and externships for students and teachers.			25%	30%	70%	100%

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

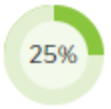
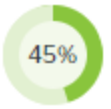
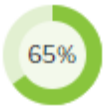
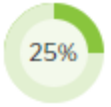
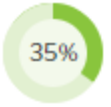
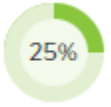
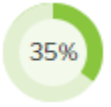
Goal 1: Clint High School will be a model of high standards for student academic excellence.

Performance Objective 12: During the 2019-20 school year, CHS will implement year 1 of the Advancement Via Individual Determination (AVID) Program.

Evaluation Data Source(s) 12:

Summative Evaluation 12: Met Performance Objective

Next Year's Recommendation 12: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) As an AVID campus all students at CHS will use Cornell notes and other focused note taking strategies, consistently use higher- level questions in their notes demonstrate critical thinking skills in all courses. (AVID Instruction 3)						
2) As an AVID campus the AVID Site team will meet monthly to collaborate and advocate on planning, logistics, and student access and influences school policy concerning access to rigorous curriculum and advanced course at each grade level. (AVID Systems 7)						
3) As an AVID campus the AVID Site Team uses a site plan as a "living document" that is discussed at each Site Team meeting and revised according to data and certification results. (AVID Systems 6)						

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: Clint High School will ensure a safe well-disciplined positive learning environment for all students.

Performance Objective 1: During the 2019-20 school year, all students will participate in activities that are conducive to a safe and well disciplined learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide programs that will create a safe and positive learning environment such as the continuation of the implementation of anti-bullying program.	District School Board Administration	Anti-Bullying Contract Discipline Referral PEIMS Discipline Report	25%	50%	70%	100%
2) Evaluate and monitor security plans developed by Safety Committee.	Central Office Administration Campus Safety Committee	Fire drill logs Lock-down logs Agenda Sign-in sheet Minutes	25%	40%	70%	100%
3) Class meetings will be held to review both District and Campus Code of Conduct at the beginning of the school year.	Administration Counselors Teachers	Agenda	25%	40%	100%	100%
4) Security/administration will review students for Code of Conduct violation including, but not limited to tardies, public display, use of electronic equipment, and dress code.	Administration Security team	Lunch detention log Discipline referrals	25%	30%	55%	100%
5) Provide ID cards for teachers, staff and students.	Administration Security team	ID cards log	25%	50%	100%	100%
6) Monitor visitors throughout the building through new ID scan system.	Administration Security team	Visitor sign-in log in front office	25%	45%	65%	100%
7) Provide communication radios to campus Security Team, Administration, Custodians and Office Staff.	Administration Security Team	Reduced number of discipline referrals	25%	50%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) Students will participate in the Superintendent's Super SAC monthly meetings.	Central Office Administration	Sign-in sheet	25%	50%	75%	100%
9) Provide professional development in classroom management by training teachers in Campus structured discipline plan.	Administration	Parent Contact Log Tardy Log Discipline Referral PEIMS report	25%	50%	70%	100%
10) All visitors must report to the front office where they will sign in and be issued a visitor's pass.	Administration Office Staff Security Team	Sign-in sheets	25%	45%	80%	100%
11) The District K-9 unit will visit and conduct random searches of the CHS property on a regular basis.	Administration Security Team	Sign-in sheet Discipline referrals	25%	45%	80%	100%
12) Monthly fire drills will be conducted.	Administration Security Team	Fire Drill Log/Report	25%	40%	80%	100%
13) Lock down drills will be conducted twice a year.	Central Office Law enforcement Administration Security Team	Debriefing report of lock-down drill.	25%	40%	100%	100%
14) Inclement weather drill once a year.	Administration Security team	Debriefing report.	25%	45%	80%	
15) Provide training on increasing awareness and recognition of issues of maltreatment and sexual abuse of children.	District Administration Counselor	Sign-in sheet	25%	50%	70%	100%
16) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	Campus Administration CIS Personnel	Tutoring logs Student referral logs Parent sign in sheets Counseling records Parent nigh presentations Home visit logs	25%	50%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Clint High School will ensure a safe well-disciplined positive learning environment for all students.

Performance Objective 2: Teachers will participate in activities that will improve campus morale.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Verbal praise for students who exemplify outstanding behavior on campus/and or classroom.	Administration Teachers	End of year on-line student survey	25%	50%	85%	100%
2) New employees will be introduced to the campus safety and discipline procedures.	Administration Curriculum Coach Teachers Counselors	Teacher Dialogue	25%	100%	100%	100%
3) Provide opportunities for staff recognition.	Administration Climate Committee	Teacher Dialogue	25%	50%	75%	100%
4) Teachers will wear Clint High School Spirit shirt on Friday.	Administration	Teacher participation	25%	50%	75%	100%
5) Teachers will be able to participate in recognition ceremonies such as Teachers of the Month, Holiday Luncheons, Friends and Family days and Teacher Appreciation Week.	Administrators, Teachers, Parents, Curriculum Coach	Teacher/staff participation	25%	40%	80%	



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 2: Clint High School will ensure a safe well-disciplined positive learning environment for all students.

Performance Objective 3: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 3: Student Work Progress, Google Classroom documentation, teacher logs, PLATO Reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 1: During the 2019-20 school year, teachers and staff will be hired under the review and recommendation of Central Office.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Class sizes will be evaluated and hiring decisions will be made accordingly.	Central Office Administration	Registration Number of students enrolled in class	25%	50%	80%	
2) Staff positions and vacancies will be evaluated and hiring decisions will be made accordingly.	Central Office Administration	# of positions	25%	100%	100%	
3) Positions that address the needs of special populations (i.e. SpEd, ELL, 504) will be evaluated and hiring decisions will be made accordingly.	Central Office Administration	Number of students enrolled in special pop. programs	25%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 2: During the 2019-20 school year, only those programs will be implemented that are cost-effective and have the greatest impact on student improvement.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Continue Engineering and STEM classes.	Administration Counselor AG Teacher	Number of students enrolled	25%	50%	75%	100%
2) evaluate pathways of the STEM program for continuation.	Administration Counselor	Number of students enrolled	25%	50%	75%	100%
3) Evaluate and purchase online software that meets the needs of students.	Administrators, Curriculum Coach, Teachers	Online usage	25%	50%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 3: During the 2019-20 school year, all budget deadlines set by the District will be met accordingly.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) By January 20, 2020 all funds 101-499 will be submitted.	Administration Budget Clerk	Number of PRs submitted in timely manner	25%	50%	80%	100%
2) By February 17, 2020 all funds 199 GF, 201 SIP, 211 Title 1, 24/225 SPED, 255 TPTR, 244 Perkins, 263 LEP, 410 IMA State funds will be submitted.	Administration Budget Clerk	Number of PRs submitted in timely manner	25%	50%	70%	100%
3) By March 28, 2020 all federal funds including: 201 SIP, 211 Title 1, 24/225 SPED, 255 TPTR, 244 Perkins, 263 LEP, 410 IMA State will be submitted.	Administration Budget Clerk	Number of PRs submitted in timely manner	25%	50%	75%	100%
4) By March 28, 2020 all 199 All Locally Funded Expenditures with the Exception of Graduation Expenses and Student Travel funds will be submitted.	Administration Budget Clerk	Number of PRs submitted in timely manner	25%	50%	75%	100%
5) By April 15, 2020 all 199 School Leadership Accounts will be submitted.	Administration Budget Clerk	Number of PRs submitted in timely manner	25%	50%	80%	100%
6) By May 9, 2020 all 199 GF funds will be submitted.	Administration Budget Clerk	Number of PRs submitted in timely manner.	25%	50%	70%	100%

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

Goal 3: Clint High School will operate efficiently being fiscally responsible.

Performance Objective 4: During the 2019-20 school year, all students on campus will be reviewed to ensure proper PEIMS coding.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) All student files will be reviewed and compared to At-Risk guidelines.	Administration PEIMS Clerk	AT-Risk Folder PEIMS Report	25%	100%	100%	100%
2) All special population folders will be reviewed to ensure proper PEIMS coding.	Administration PEIMS Clerk LPAC Clerk SPED Department GT Coordinator	PEIMS Reports	25%	50%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Clint High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: During the 2019-20 school year, all students will be taught by highly qualified teachers.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Hire highly qualified teachers.	Central Office Human Resources Administration	Teacher Certifications	25%	100%	100%	100%
2) Communicate with Central Office and Human Resources about all present and future hires.	Central Office Administration	Turn-over rate	25%	50%	75%	
3) Review teacher certifications to ensure they are up to date.	Administrators		25%	50%	75%	100%
4) Monitor teaching strategies to ensure they are aligned to state and district standards.	Administrators Curriculum Coach		25%	50%	75%	100%

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

Goal 5: Clint High School will include parents, community, and business members in the education of all students.

Performance Objective 1: During the 2019-20 school year, CHS will carry out programs, activities and procedures that ensure that parents are: encouraged to be actively involved in their child's education at school,full partners their child's education, included in decision-making and on committee to assist in the education of their child.

Evaluation Data Source(s) 1: Sign - Sheets Agendas Flyers

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) School activities will be displayed on Marquee and school website.	Administration	Weekly update	25%	50%	75%	100%
2) Parents will have access to their student grades and attendance through SKYWARD portal.	Central Office Administration Teachers	Number of hits on SKYWARD	25%	50%	75%	100%
3) Several Open Houses will be held.	Administration	Sign-in sheet	25%	40%	100%	100%
4) Parents and community members are participating and included in an ongoing manner in various campus committees (i.e. LPAC committee, CIP, Section 504, SPED/ARD, Parental Involvement Committee etc.)	Administration	Sign-in sheet Agendas	25%	50%	75%	100%
5) Parents will be invited to attend Annual Regional Parental Engagement Conference, Region 19 workshops & CHS literacy nights Parents will be invited to Webinar training and will be provided materials for college awareness. Will also purchase Audio/Visual technology to use in Parent meetings. Reading materials will be purchased to be provided during Parent meetings to encourage literacy at home.	Administration Counselor	Sign-in Sheet Certificate of participation	25%	50%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) A college readiness night for parents will be held during the 1semester of the school year.			50%	65%	100%	100%
7) Parents will be invited and encouraged to attend a Title I meeting.	Administration	Sign in sheets agenda	25%	100%	100%	100%
8) Parents will be offered flexible number of meetings related to parent involvement. Topics include but are limited to , graduation requirements, LEP/ESL information, STAAR information,financial aid information.	Administration	Sign in sheets Agendas	25%	40%	75%	100%
9) Parents will receive information in their native language as per District Translation Procedures described in the CNA	Admin Registrar		25%	50%	75%	100%

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

Clint Independent School District

Mountain View High School

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Clint ISD Mission

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for *the student* to maximize personal potential.

La misión del Distrito Escolar Independiente de Clint es de preparar a todos los estudiantes para que sean ciudadanos exitosos. ELL Distrito trabajara en conjunto con la comunidad y con la familia para crear oportunidades para que *el estudiante* desarrollé su potencial personal.

Mountain View High School Mission Statement

The mission of Mountain View High School is to create an environment that ensures that every member of the school community reaches a high level of academic achievement, verified by objective measures, and that furthers positive intellectual, physical, moral, and social development.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

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Goal 1: Mountain View High School will prepare students to meet State Mandated examination requirements.

Performance Objective 1: Prepare students to pass all State Mandated Exams at their appropriate grade level at the Meets rating.

Evaluation Data Source(s) 1: Data will be collected from CBAs. Benchmarks, EOC results and other examinations as needed.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 1) Using the campus developed Texas Accountability Intervention System (TAIS), core teachers will analyze EOC, common assessment, and benchmark results to evaluate instructional strategies. Using EOC results, teachers will prioritize and develop attainable goals for the upcoming school year. Campus will purchase reading supplies and supplemental resources from Sirius Education Solutions for EOC targeted tutoring.	Campus administration, teachers, curriculum coach	Increase passing scores by 5%	25%	50%	75%	100%
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college Improve low-performing schools 2) MVHS will provide professional development opportunities and technical assistance that will promote differentiated instructional practices that benefit student learning. NEARPOD will be our Technology inter-system for instruction. Teachers will be trained through a series of PD sessions.	Campus Administration	Student success in all classes.	60%	90%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 3) Classification meetings to set student expectations on attendance and student conduct.	Campus administration, teachers	Student attendance and participation	50%	75%	85%	100%
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college Improve low-performing schools 4) Renew license and software for programs such as Jasperactive for CTE classes, NEARPOD for technology instruction, and STEMSCOPES. Students will have access to MTA Campus software, Testlab Sim, A+ Network and Security, Microsoft Cisco Certs, and Practice Exams.	Campus administration, teachers	Student success in classes	100%	100%	100%	100%
5) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%

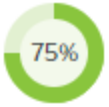
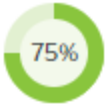
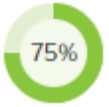
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Goal 1: Mountain View High School will prepare students to meet State Mandated examination requirements.

Performance Objective 2: Increase student performance by 5% in EOC for 2019-2020 school year for Approaches, Meets and Masters. The target group is English 1 and English 2.

Evaluation Data Source(s) 2: At least 65% pass rate on STAAR EOC by all student groups for English 1 and 2 examinations.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 1) Instructional materials, such as headphones, dictionaries, thesaurus, will be available to support our SPED and LEP populations increase their performance in district benchmarks and EOC. Instructional Materials to support Dyslexia Class in the implementation of treatment program. Dyslexia Teacher will attend Professional Development for student success.	Campus administration, teachers	Students increase their performance on district benchmarks and EOCs.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) All content areas will use various methods of delivery of content. Teachers will appropriately select instructional software, hardware (Chrome-books), A/V equipment, reading materials, and workbooks to accelerate student learning to include TEKS appropriate math workbooks, STAAR flip charts, science testing material, fiction & non-fiction novels, text essays, and anthologies. Students will have access to the TInspire Calculators to ensure Algebra TEKS mastery and learn mathematical technology applications. Resources for mathematics classes will include geometry workbooks, geometry construction supplies, vocabulary flip charts. Supplemental materials and supplies will be used to support Fundamental 5 and WICOR strategies. Charging stations, clickers and wireless computer mice will be available for teachers to engage students in lessons while allowing them to monitor and be in the Power Zone as outlined by the district initiative of Fundamental 5.	Campus administration , Curriculum coach	Finding a correlation between benchmarks and semester assessments.	45%	75%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) All content areas will use various methods of delivery of content. In reading and writing specifically, teachers and their appraisers will have training in various reading and writing strategies common to the STAAR blueprint.	Campus administration, Curriculum Coach	Improved instruction via research based strategies and improved test scores.	35%	45%	60%	100%
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 4) Equipment and/or supplies for Science labs will be purchase to supplement classroom instruction.	Campus administration, teachers	Classroom walk-through data, science labs, lesson plans.	50%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



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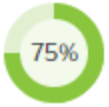
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Goal 1: Mountain View High School will prepare students to meet State Mandated examination requirements.

Performance Objective 3: Ensure that "Opportunities" course sequencing for HB5 requirements is followed in student scheduling, and course master schedule offerings.

Evaluation Data Source(s) 3: Student Schedules Counselor Audit Cards Student Transcripts Students CCMR measures

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Mountain View High School Engineering class will develop Robotics projects to illustrate the partial application of mathematics TEKS. The class will design, construct, and display their electronic robotics within their Engineering Math class. MVHS will compete in VEX robotics season competitions, and pay for associated registration, fees, meals and travel.	Campus administration, teacher	Students are successful in designing, constructing, and displaying Robotics projects. 10% increase in student enrollment in Engineering class.				
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college Improve low-performing schools 2) Kuduceus will be the curriculum instituted for the Mountain View High School Health Programs: Billing and Coding and Pharmacy Technician. NEARPOD software will be purchased to aid teacher lesson planning and enhance student engagement in all CTE courses and supplemental courses. HPA and Principal will attend planning campus workshops for P-TECH academy implementations.	Campus administration, teacher	Curriculum is implemented and used during planning, instruction, and assessment.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 3) Instructional materials and supplies will be available to supplement classroom instruction in CTE classes such as Cosmetology, Law Enforcement, Food Science, Health Science, Child Development, Business Information, and Principles of Technology. HPA students will have available to them a JTOUCH portable screen for HPA student presentations and competitions. HPA students will have the opportunity to travel for HOSA competitions.	Campus Administration, teachers	Increased number of students enrolled in CTE classes.	50%	70%	100%	100%
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide students additional instruction outside of the school day to support learning needed for certification exams. Additional instruction may occur face to face with instructors(tutoring) or with with field trips to enhance practical skills. During the fall intersession, students will continue to work on their practicum skills for their certification exams.			50%	75%	100%	100%

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

Goal 1: Mountain View High School will prepare students to meet State Mandated examination requirements.

Performance Objective 4: All students will be provided a Chrome Book or Lenovo Laptop for the 2019-2020 school year. The campus leadership team has developed a Chrome Book Action Plan which clearly states that the one-to-one initiative is priority with a vision for the entire Lobo Learning Community. The classroom instruction will be enhanced by the Chrome Book and will not supplant quality instructor led and student-centered instruction.

Evaluation Data Source(s) 4: 100% of students have access to access to Chrome Book/Lenovo one-on-one initiative and there documented evidence of the Chrome Book use

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 1) All students will be provided with a Chrome Book or Lenovo Laptop for the 2019-20 school year	Campus Administration	All students have a electronic device.	100%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Mountain View High School will prepare students to meet State Mandated examination requirements.

Performance Objective 5: Instructional Framework centered around Fundamental 5 and WICOR will be introduced to teachers via a series of PD sessions.

Evaluation Data Source(s) 5: Administrator Walkthroughs PD sign-ins Lesson plans

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) MVHS teachers and administrator will attend the 2019 AVID Summer Institute.	Campus Administration	Teachers and administrator attend AVID Conference.	0%	0%	50%	
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 2) An AVID coordinator and trained teachers will work with selected freshmen and sophomores students during the 2019-20 school year. The MVHS AVID Site Team will attend training and travel to AVID Training to keep MVHS Site Team current with all AVID National best practices and instructional strategies. Reading material will be purchased to support academic learning. Campus will purchase notebooks for students to fulfill note taking strategies as outlined by AVID. Teachers will receive training every 9 weeks and updates on AVID implementation school wide. Teachers will attend CAMT and AP Institute to obtain training for student courses in core content areas.	Campus Administration	AVID classes scheduled into the master schedule and students enrolled in class.	25%	50%	75%	

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

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: Students will be provided services and follow a campus code of conduct to ensure that they have a school environment academically, socially, and emotionally stable. Student fitness assessment and opportunities to access physical activities will be made available.

Evaluation Data Source(s) 1: Referrals, Office Sign In Logs, Counselor Feedback

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 1) Communities in Schools (CIS) Coordinator to provide the following student and community services: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Parent and family involvement including home visits *Supportive guidance and counseling	Campus Administration CIS Personnel	Student referral logs Parent sign in sheets Counseling records Parent night presentations Home visit logs	30%	50%	75%	100%
TEA Priorities Improve low-performing schools 2) PLC meetings to promote attendance and proper student conduct.	Campus administration	Increased attendance rates and decreased discipline referrals.	30%	50%	75%	100%
TEA Priorities Improve low-performing schools 3) The sponsoring organization is for Leadership class is student council--Texas Association of Student Councils and district 9. Classes will be modeled after the TASC guidelines. Students will work during the fall intersession on the campus community service project.	Administration, StuCo sponsor	Student participation in community activities.	25%	50%	75%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Students will be supported to complete high school and be prepared to attend a post-secondary school of choice. Academic support will be available for students throughout the day, before school, and after school.

Evaluation Data Source(s) 2: 100 percent of students completing FAFSA. Increase by 10% number of students applying for post-secondary education and scholarships.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 1) Use a computer based credit recovery program to assist students at-risk.	Administrative Team, Counselors	Increased number of students passing their classes	25%	50%	75%	100%
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Before-school and After-school tutoring will be available for struggling students in core classes.	Campus administrators, Teachers	Student passing rates during progress report periods and mastery of TEKS in identified areas.	25%	50%	75%	100%
Additional Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 3) Enhance instructional activities in Science, ELA, Social Studies and through specific programs such as LEP, GT, SPED by attending events, presentations, and competitions tied to TEKS and EOC. Examples are the zoo, Bodies in Motion, EP Water treatment for Science, Theatrical plays and motion picture shows for ELA, Holocaust Museum, Art Museum, Carlsbad Caverns and post secondary experiences for SPED. GT diagnostic exams will also be purchased to help counselors identify and serve students. Employ Support Personnel to support EL student population.	Campus administrators, teachers	Instructional activities will enhance classroom instruction by providing real life examples for students.	25%	50%	75%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools 4) Special Education students will participate in field trips to enhance their academic, social, and daily living skills. Resources for classroom instruction relating to student inquiry, academic, social and living skills.	Campus Administrators, Special Education Teachers	Student goals will be reached by practicing living skills for independent living.	25%	50%	75%	
TEA Priorities Improve low-performing schools 5) Mountain View HS will host FAFSA night to assist parents and students complete their FAFSA application in the First Semester on November 9 and during Second Semester	Campus administration, counseling center.	Increased number of applications documented via a sign-in sheet.	0%	100%	100%	100%

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

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: Special Education teachers who teach and monitor special education students will be able to provide the necessary care at all times including during emergencies.

Evaluation Data Source(s) 3: Special Education teachers will have their special education studnets' schedules readily available to monitor and adjust.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) SPED teachers and aides will receive CPR and first aid training.	Campus administration, SPED Department	Successful training resulting in certificate.	0%	0%	100%	100%
2) Developing Functional Living Skills	Campus administration, SPED Department	Teachers will complete a lesson plan and description of how these events outside the campus are related to the TEKS and IEP goals and objectives.	0%	50%	75%	100%
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Professional Development for best practices to include Inclusion.	Campus administration, SPED Department	Teachers implement training and instructional strategies for student success. Increased state assessment passing rates, decreased failures and increased attendance.	50%	75%	85%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: The campus will increase parental involvement by 5% over 2019-20 by building a strong partnership with parents. All school related materials will be made available in both English and Spanish languages for community accessibility.

Evaluation Data Source(s) 4: Increasing the number of parent contacts by 10% as documented in communication logs.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 1) Hosting parent night to inform parents of student progress and programs available to students and parents. Offer opportunities for parents to attend programs hosted by Region 19.	Campus administration, counseling center, CIS Coordinator.	Sign-in sheets.	0%	100%	100%	100%
TEA Priorities Improve low-performing schools 2) Hosting parent FAFSA night to assist parents in completing the FAFSA documentation for post-secondary financial aid.	Campus administration, counseling center	Sign-in sheets.	0%	50%	75%	100%
TEA Priorities Improve low-performing schools 3) MVHS will provide training to parents to promote parental involvement at the campus and to support student academic success in the classroom. MVHS will provide literature to help parents become more involved in their children education.	Campus administration	Increased parental involvement, use sign-in sheets.	0%	50%	75%	100%

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

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: All student groups and student sub groups (LEP, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to attend school, complete school, and proceed to post secondary education. The attendance rate will increase to 96% and dropout rate will decrease to 2%.

Evaluation Data Source(s) 5: Registration Numbers Weekly Attendance Rates Credit Recovery Contracts for attendance

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) English Language Learners will use instructional programs such as Language Power to develop academic language needed to pass their classes and state assessments. Abydos strategies, Seidlitz strategies, and English 3D have been introduced to help the English Department address the needs of the special population identified as 'EL' at MVHS. Teacher resources and supplies will be purchased to support classroom organization and instruction. Fall intersession language support for ELL students.	Campus administration, EL teacher	Students will improve their grades in classes every 3 week check.	40%	50%	75%	100%
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Laptops for teachers for instruction. Classroom labs will be used to enhance instructional activities and to promote investigative experiments. Hands-on materials, technology and literature resources will be used. Teacher laptops will be refreshed to give teachers the necessary tools to implement technology based TEKS aligned lessons through, but not limited in the following applications: Nearpod, Schoology, Phet and Texas Instruments.	Campus administration, science teachers	Application of TEKS in lesson plans.	30%	50%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 3) Attendance will be monitored with early positive trends being awarded with certificates and prizes.	Campus administration, attendance clerk	Improved weekly ADA	30%	50%	75%	100%
TEA Priorities Connect high school to career and college 4) Campus will promote college readiness by collaborating with colleges and universities. Participation in ELL Paso College Week, UTEP week, UT Austin 's 'On-Ramps' and EPCC Dual Credit Orientation where students can learn about enrollment and programs	Campus administration, Counseling center	Increased student attendance and participation.	30%	50%	75%	100%
TEA Priorities Connect high school to career and college 5) Promote College Readiness class and materials to develop transition skills to be a successful college students. Students will be afforded the opportunity to take AP and TSI exams.	Campus administration, counseling center, teachers	Increased student enrollment in class.	50%	70%	85%	100%
TEA Priorities Connect high school to career and college 6) College and career readiness students using the most recent version of application software to make the transition to a university and career tools needed for success.	Campus administration, counseling center	Enrollment in class.	10%	50%	75%	100%
TEA Priorities Connect high school to career and college 7) Provide instructional support and strategies to help MVHS students prepare and/or administer the SAT and ACT exams. Provide in school tutoring for College and Career Readiness.	Campus administration Teachers	Enrollment in class.	25%	50%	75%	100%
TEA Priorities Connect high school to career and college 8) Provide Advanced Placement courses, Dual Credit courses, materials, and exams to develop transition skills to be successful in college.	Campus administration, counseling center, teachers	Increased number of students enrolled in classes and increased number of students passing the AP exams and obtaining college credit.	50%	70%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 9) Provide course offerings, certification testing, instructional supplies, classroom supplies, and support in CATE courses, to include but not limited to, off campus visits, on-campus presentations that provide a career pathway to students for electronic tech classes, cosmetology, law enforcement, nutrition, child development, business information, principles of technology, and Health Science classes.	Campus administration, counseling center.	Presentation to students. Increased number of students enrolled in CATE pathways. Increased number of students eligible to take test.	30%	50%	75%	100%

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

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 6: Provide materials in support of GT students to supplement classroom instruction and testing of possible GT students.

Evaluation Data Source(s) 6: Materials are purchased in support of GT students. Identified students are tested for possible inclusion in GT. GT students will have opportunities for hands on learning trips.

Summative Evaluation 6: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) GT coordinator will plan field trips to promote student cognition ability.	Campus Principal Budget Clerk	Increased academic performance by students.	0%	0%	50%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Mountain View High School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 7: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 7: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%

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

Goal 3: Mountain View High School will operate efficiently, being fiscally responsible.

Performance Objective 1: Mountain View High School will support only those programs that are financially possible and will implement them at the most cost-effective level, always considering the impact of student improvement.

Evaluation Data Source(s) 1: Campus level programs will be funded by the campus.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Mountain View High School will support only those programs that are financially possible and will implement them at the most cost-effective level, always considering the impact of student improvement.	Administration, MVHS GT Sponsor and Curriculum Coach	Develop a cohesive strategy to support higher order thinking instructional practices in the classroom	35%	50%	75%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Mountain View High School will operate efficiently, being fiscally responsible.

Performance Objective 2: Mountain View High School will strive to increase compensatory education funding.

Evaluation Data Source(s) 2: The campus will increase campus awareness of the importance of at-risk coding to increase state funding.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Mountain View HS will identify expectant mothers and provide them with Home Instruction upon delivery of their child.	Campus administration, Registrar	Student attendance will increase, grades will meet a passing standard during the time the student is receive CEHI.	25%	50%	100%	100%
TEA Priorities Improve low-performing schools 2) Mountain View will provide expectant mothers/fathers with information to help prepare them for the transition into parenthood.	Campus administration, Registrar, Teen Parent Services Itinerant Teacher	Monthly meetings for mothers and fathers that provide information to help prepare students for the transition into parenthood.	25%	50%	75%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: The campus will utilize the industries best practices to retain staff by providing professional growth opportunities.

Evaluation Data Source(s) 1: The campus will implement programs for employee professional growth and advancement recognition.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers will receive either by the campus, district, region, and/or state professional development opportunities that will enhance the classroom learning environment.	Campus administration	Teachers will use research based learning strategies that will promote learning and will result in a higher achievement rate in individual classes.	50%	60%	80%	100%



= Accomplished


= Continue/Modify



= No Progress

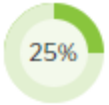
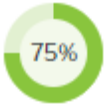
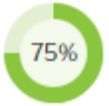

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Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: The Campus will provide supplemental services (teacher assistants) and supplemental instruction (supplemental programs) to students to support and increase student achievement.

Evaluation Data Source(s) 2: Evaluation based on state assessments (EOC, TELPAS), completion rates as measured by state guidelines.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 1) Administrative professionals to monitor instructional programs and activity. Academic center will be available for student use to support learning. Academic center will provide students access to academic supplies to complete projects and classroom assignments. Students will have access to a printer to print academic work.	Campus administration	Student success as measured by state assessments, completion rate, and personnel evaluations.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Fall and Spring intersession tutoring for all students in core classes to include credit recovery (PLATO), EOC/TAKS remediation, acceleration and interventions.	Campus administration	Review failure rate and implement a tutoring schedule for students at-risk.				
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 3) Support Instructional Aides in special programs such as special education, Newcomer Program, credit recovery, testing. Testing materials and resources will be available to support instructional aides to utilize with students.	Campus administration	Student success measured by state assessments.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 4) Support instructional programs such as Newcomer Program.	Campus administration	Student success measured by state assessments.	25%	50%	75%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: 100% of staff employed will be highly qualified in accordance with Every Student Succeeds standards.

Evaluation Data Source(s) 3: Summative Evaluation 2: Summative Evaluation: Faculty year end survey and (OH) indicating self-reflection and evaluation of staff development and administrative support

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Preparation and development of staff.	Campus administration, curriculum coach	Chemistry teacher will attend ongoing professional development and travel to OnRamps sessions. Students success measured by state assessments and course completion.	100%	100%	100%	100%
TEA Priorities Improve low-performing schools 2) Plato staff development	Campus administration, teachers and instructional aides.	Student success in completion of assigned classes	25%	50%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals 3) Ensure that all teachers, new and experienced, hold a current and appropriate content certificate.	Campus administration	Updated Position Control List.	100%	100%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Create a common planning time before or during school, and intercession for core teachers to meet as Professional Learning Communities, to review data, plan, and develop instructional strategies for all students. Teachers will meet afterschool to calibrate and categorize essays based on grading rubrics.	Campus administration, counseling center	In PLC meetings, teachers will discuss lesson plans, instructional strategies, and data that will enhance their classrooms.	25%	50%	75%	100%
TEA Priorities Improve low-performing schools 5) Teachers will maintain an update parent communication log.	Campus administration, teachers	Updated log that shows parental communication when a student is at-risk.	50%	60%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished


= Continue/Modify



= No Progress


= Discontinue

Goal 4: Mountain View High School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 4: Mountain View administration will provide professional development to the staff in content areas (25%), data analysis and assessment (25%), curriculum alignment (25%), and technology integration (25%).

Evaluation Data Source(s) 4: Faculty year end survey indicating self-reflection and evaluation of staff development and administrative support

Summative Evaluation 4: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Provide professional development to all staff members to retain highly qualified personnel. In order to support technology updates and implementation for student support.	Campus administration, curriculum coach	Teacher sign-in sheet and attendance to professional development. PDAS evaluation demonstrates teacher growth.	50%	75%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Mountain View High School will include parents, community and business members in the education of all students.

Performance Objective 1: Mountain View High School along with the Feeder Pattern will concentrate efforts on the following Collective Commitments:
1. Attendance
2. Social/Emotional Support of all students: Topics will include suicide prevention, conflict resolution, violence prevention, dropout reduction information, sexual harassment, discipline management, dating violence, and applicable topics as revealed by data.
3. Literacy

Evaluation Data Source(s) 1: Mountain View High School will provide parents with opportunities to become involved in their child's education through parent communications and recognition; will provide parents with access to educational resources; will empower parents to be role model partners in their child's education through adult literacy and other learning opportunities; will monitor parental involvement and maintain communication with parents in the District; and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Mountain View High School will host extra-curricular activities that include parent participation and involvement such as Community Open House, Communities In Schools meetings, Coffee with the Principal.	Campus administration, CIS Coordinator	Increased parent involvement.	50%	75%	85%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Mountain View High School will include parents, community and business members in the education of all students.

Performance Objective 2: The campus will increase parental involvement by building a partnership with the community and parents.

Evaluation Data Source(s) 2: Parents and community will increase their involvement by attending parent night in the fall and spring semesters. Parents will also be invited to participate in after school events.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Invite parents and community members to participate in campus activities.	Campus administration, counseling center, CIS Coordinator	Extra-curricular activities attendance and/or school wide activities.	25%	50%	75%	100%
TEA Priorities Improve low-performing schools 2) Parents invited to attend the Parental Engagement Conference hosted by Region 19.	Parent Involvement Coordinator	Parents are more educated and involved in their child's education.	0%	100%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals 3) Professional Development for Staff regarding Parental Involvement.	Parental Involvement Coordinator, CIS	To have a more productive and well-rounded School-Parent Compact and active participation in Parental Involvement activities.	0%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Clint Independent School District

Horizon High School

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness



Mission Statement

Horizon High School creates a safe learning environment that enables all students to use a rigorous curriculum to develop academically and graduate with their desired endorsement.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Students will embody “Scorpion Strong” by becoming lifelong learners who are responsible, productive and engaged citizen poised to successfully compete within an evolving global community.

Value Statement

We are Scorpion

Scholarly

Tenacious

Resilient

Outstanding

Noble

Generous

#ScorpionStrong

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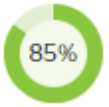
Goal 1: Horizon High School will be a model of high standards for student academic excellence.

Performance Objective 1: By June 2020, 90% of students will attain proficiency or better in all courses and in the ELA, Mathematics, Social Studies and Science sections of the state assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

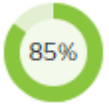
Next Year's Recommendation 1: By June 2021, 90% of students will attain proficiency or better in all courses and in the ELA, Mathematics, Social Studies and Science sections of the state assessments.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Supply English teachers with the appropriate software needed. Supply classrooms with instructional supplies (to include but not limited to instructional poster, maps, dictionaries, games, answer boards) miscellaneous operational supplies, furniture and reading materials, to include summer school. They will also be equipped with instructional technology and audio visual resources such as, but not limited to, teacher laptops or desktops, software, flash drives, headphones with and without microphones. Interactive TV's, speakers, internet access, and the required supporting hardware and software equipment.	Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory				
2) Provide time for teachers to collaboratively plan rigorous and engaging student-centered lessons, common formative assessments, drill down data and to evaluate student work samples. Substitutes costs will be used to provide time for teacher planning if needed.	Curriculum Coach Administrators Department chairs	Meeting Agendas, Meeting Minutes, Walkthrough Observations, Course Failure Rates, PLC documentation, EOC scores				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
3) Provide staff development and on-going training on school reform initiatives, differentiated instructional strategies, intervention strategies, instructional technology, data analysis, common assessment development, best practices pedagogy, classroom management, state assessment requirements and framework, safe and drug free initiatives and special-populations instruction services/support to facilitate effective differentiated instruction for students receiving 504 services, Limited-English Proficient services, Special Education services, At-Risk, Low Socioeconomic Status and Gifted students and all other demographic student groups. Use of general professional development supplies and resources to support staff development projects. Staff development through AVID, eight staff and two admin will attend. Strategies from AVID will be shared with all teachers, to include but not limited to, Cornell Notes, Rocket Books, Socratic Seminar, Philosophical Chairs, Inquiry, Reading, Writing and Organization. Teachers will use Rocket Books to digitize and organize focused notes. Rocket Book Colored Pens will be used to annotate and further organize student notes. Students will have access to notes from any location. Students and teachers can upload notes digitally. Staff development activities will be campus-based or non-campus based and supported by substitute costs as needed.	Curriculum Coach Campus Administration Counselors	Sign in Sheets, Unit Assessments, Walkthrough observations, course failure rates and EOC scores	40%	50%	80%	
Additional Targeted Support Strategy 4) Campus wide implementation of Reading and Writing across the Curriculum. Students will read and write in every class. Students will read 10 minutes and write in class every day. Reading and writing strategies from AVID will be provided for staff. Students will use resources such as Overdrive, in classroom libraries, library to check out books for POWEReading, scheduled daily.	Administrators Curriculum Coach Department Chairs Teachers	Student writing samples Walkthrough observations Lesson Plans	45%	50%	80%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Continue use of common formative assessments to assess student learning of core curriculum content and to identify areas in which students need additional support. Common assessments will be created in PLCs to include one to two student expectations and have seven to ten questions. Data and artifacts will be compiled to direct instruction and interventions.	Administrators Curriculum Coach Core Teachers	Unit assessment results	35%	50%	80%	
6) Students will be trained on writing conventions, thesis, main idea and use of supporting details in all English classes to include Practical and Technical writing courses. Teachers and students will be provided with a program and/or software that will assist in the writing conventions. Some of the programs being used are PEG writing, No Red Ink and ABYDOS.	English Teachers Curriculum Coach and Campus Administrators	Review of student work samples. EOC results Turn It In program SSI - Student Success Initiative	50%	60%	80%	
7) HHS will focus on developing a coaching model to support quality teaching strategies by providing professional development and/or tools and strategies on areas of need and to improve student's critical thinking; team teaching, provide strategies to enhance learning, use of learning stations and provide modeling for teachers.	Curriculum Coach, Administration, Department Chairs	Learning Walks, walk throughs and observations	35%	50%	80%	
8) Provide teachers with opportunities for continued staff development over the summer.	Curriculum Coach Campus Administration District Instructional Team	Participation rates, sign in sheets, week long staff development, AP Institutes	100%	100%	100%	100%
Additional Targeted Support Strategy 9) Provide individualized targeted instruction in areas of deficiency for students who are at risk of failing a course or EOC state assessment. Students will be referred to Saturday EOC Camps, SPED Saturday Camps, in-school camps, after-school tutoring.	Campus Administration Curriculum Coach Teachers who are providing targeted tutoring	EOC results, failure reports, STAAR results Class Rosters	30%	50%	85%	100%
10) Provide supplemental materials to aid in the alignment of core content areas to close performance gaps for students served through special education and ESL to include but not limited to Dictionaries, StemScopes, Achieve 3000, BrainPop, Newsela, Nearpod, Serius Books, Peardeck, Edpuzzle, AVID Weekly and AVID library, headsets for classroom use and testing.	Special education teachers, GT Coordinator, Librarian, ESL Teacher, Core Teachers	Lesson plans, walk throughs, Data Dialogue, Tutoring plans	10%	50%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
11) Provide professional development opportunities for instructional technology training.	Campus Administration, Curriculum Coach, Core Teachers	Walk throughs, lesson plans, PLC, agendas, sign in sheets, one to one initiative	100%	100%	100%	100%
12) Provide students and teachers with instructional support from instructional aide. Instructional aide will work with small groups, all special populations or individual students at risk of failing courses or state assessments.	Administration Campus Curriculum Coach	Walkthroughs State assessment data Failure reports	15%	100%	100%	100%
13) Provide training for Response to Intervention teams.	Administration	Response to Intervention Referrals Failure Reports	25%	35%	70%	
14) Students will be afforded the opportunity to take the following assessments: AP, SAT, TSI, ASVAB, state assessments for cosmetology, first aid, and CTE certifications. Transportation will be provided if necessary.	Teachers Administration	Assessment results Certifications attained	5%	50%	70%	
15) The campus will continue the AVID program utilizing the AVID course as an elective. Teachers will use Focused Notes and WICOR strategies as part of the AVID program. Teachers will also be provided with training in AVID strategies. Students will be provided with supplemental supplies.	Administration Curriculum Coach AVID coordinator AVID site-based team	Assessments Failure reports Walkthroughs State assessment data	35%	50%	85%	
16) The campus will adopt and/or purchase instructional materials and supplies that align to the curriculum and support district initiatives in Math and Science. Students will use Stratostar as part of the scientific method.	Teaches Administration Curriculum Coach	Assessments Passing Rates Student Engagement	20%	50%	80%	100%
17) Special Education Teachers will be supplied with supplemental materials to increase student's skills in core and living skills classes. For example colored paper for Foldables, manipulatives, detergent, disinfectant wipes, diapers, wipes, Diaper Genie Refills and items used in everyday life.	Teachers Department Chair Administration	Student Engagement Assessment Walkthroughs	45%	55%	80%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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18) Math and Engineering classes will support investigations and hands on activities related to STEM with a focus on engineering. Students will engage in activities in class and also participate in competitions, conferences and workshops. Students will be provided robotic equipment to include Sphereo SPRK and arenas. Students will also have access to laptops to assist with programming, engineering and robotics. Meals will be provided if activities occur on the weekend.	Teachers	Student Collaboration High Order Thinking Math Sense				
19) Social studies classes will support students through after school tutoring and EOC tutoring and camps. Strategies for these sessions include colored paper for foldables, chart paper for time-lines, composition books, maps, posters, technology for presentations, videos, flyers, and the like.	Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory				
20) Supply Math teachers with the appropriate software needed. Supply classrooms with instructional supplies (to include but not limited to instructional poster, games, answer boards) miscellaneous operational supplies, furniture and reading materials, to include summer school. They will also be equipped with instructional technology and audio visual resources such as, but not limited to, teacher laptops or desktops, student laptops to be used in station work to provide small group and personalized instruction, software, flash drives, graphing calculators, Interactive TV's, speakers, internet access, and the required supporting hardware and software equipment.	Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory				
21) Supply Social Studies teachers with the appropriate software needed. Supply classrooms with instructional supplies (to include but not limited to instructional poster, maps, globes, games, answer boards) miscellaneous operational supplies, furniture and reading materials, to include summer school. They will also be equipped with instructional technology and audio visual resources such as, but not limited to, teacher laptops or desktops, software, flash drives, headphones with and without microphones. Interactive TV's, speakers, internet access, and the required supporting hardware and software equipment.	Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
22) Supply Science teachers with the appropriate software needed. Supply classrooms with instructional supplies (to include but not limited to instructional poster, charts, games, answer boards) miscellaneous operational supplies, furniture and reading materials, to include summer school. They will also be equipped with instructional technology and audio visual resources such as, but not limited to, teacher laptops or desktops, scientific and/or graphing calculators, software, flash drives, headphones with and without microphones. Interactive TV's, speakers, internet access, and the required supporting hardware and software equipment. Equip science labs with resources and supplies needed such as but not limited to soapbox derby carts , first aide kits and other experimental supplies.	Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory	30%	50%	85%	100%
23) Supply CTE teachers with the appropriate software needed for instructional purposes. Supply classrooms with instructional supplies (to include but not limited to instructional poster, games, answer boards) miscellaneous operational supplies to include fuel for the fire truck, furniture and reading materials. They will also be equipped with instructional technology and audio visual resources such as, but not limited to, teacher laptops or desktops, software, flash drives, speakers, internet access, and the required supporting hardware and software equipment. Teachers will be equipped with the funds to run competitive programs and compete in BPA and the like. This will provide the students a connection to skills needed for careers.	CTE Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory	30%	50%	85%	
24) Supply Foreign Language teachers with the appropriate software needed for instructional purposes. Supply classrooms with instructional supplies (to include but not limited to instructional poster, maps, globes, games, answer boards) miscellaneous operational supplies, furniture and reading materials. They will also be equipped with instructional technology and audio visual resources such as, but not limited to, teacher laptops or desktops, software, flash drives, headphones with and without microphones, speakers, internet access, and the required supporting hardware and software equipment.	CTE Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory	30%	50%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy 25) Provide individualized targeted instruction in areas of deficiency for students who are at risk of failing a course or EOC state assessment. Teachers plan outside of the school day for targeted interventions for special populations. Students will be referred to Intersession classes. Special education and ESL interventions will also be provided.	Campus Administration Curriculum Coach Teachers who are providing targeted tutoring	EOC results, failure reports, STAAR results Class Rosters	35%	50%	85%	100%
26) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	→
27) Provide students with Chromebook devices to equip them with 21st century skills through the availability of a devices for students, assisting with instruction in the classroom and remotely.	Librarian	Lesson plans showing usage and engaging curriculum.	0%	0%	0%	100%

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

Goal 1: Horizon High School will be a model of high standards for student academic excellence.

Performance Objective 2: By June 2020, 70% of English Learners, in all sub-groups, will progress at least one language proficiency level, pass 7/8 courses and achieve Level II performance all state assessments required for graduation.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: By June 2021, 70% of English Learners, in all sub-groups, will progress at least one language proficiency level, pass 7/8 courses and achieve Level II performance all state assessments required for graduation.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) 9th and 10th Grade EL students will be scheduled into a 45-minute ESL class. This class will be supported with supplemental supplies and resources, such as planned individual tutoring.	LPAC Administrator LPAC Committee ELL Teacher ELAR teacher SpEd Teacher	Common Assessments, Walkthroughs, Observations, Course Failure Rates, TELPAS Scores, State Assessment Scores	50%	100%	100%	100%
2) 11th and 12th grade ELL's will also be supported in core courses with SIOP and Seidlitz trained teachers and supplemental supplies and resources.	LPAC Administrator, LPAC Committee Core Subject Teachers	Common Assessments, Walkthroughs, Observations, Course Failure Rates, TELPAS Scores, State Assessment Scores	50%	100%	100%	100%
Additional Targeted Support Strategy 3) Students will be provided intervention support such as tutoring after school or Saturdays to improve course passing rates and performance on state assessments. Teachers will be provided extra-duty pay for targeted student intervention tutoring after school and/or Saturday.	Administrators, Campus Curriculum Coach, All teachers	Common Assessments, Walkthroughs, Observations, Course Failure Rates, TELPAS Scores, State Assessment Scores, RTI documentation, Sign In Sheets	50%	70%	85%	100%
4) Use software to facilitate student English-Language acquisition; such as, Achieve 3000.	ELL Teacher LPAC Administrator	Pre and Post Tests Usage Reports	50%	70%	85%	100%
5) Continue use of language acquisition kits, such as, Imagine Learning and English 3D for EL students to facilitate language development. Services will be provided by EL teacher.	ELL Teacher Campus Curriculum Coach	Pre and Post Test Assessments	40%	70%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Build student background knowledge via field trips and other authentic learning experiences to enhance student learning at least once a year.	ELL Teacher, ELAR Teacher	Common Assessments, Walkthroughs, Observations, Course Failure Rates, TELPAS Scores, State Assessment Scores, Lesson plans	15%	50%	85%	→
Additional Targeted Support Strategy 7) The RTI Committee will work with LEP and SPED students. Will monitor these students academic progress after each reporting period to include testing for placement or exit.	LPAC committee LPAC clerk RTI Committee SPED Department	LPAC minutes, RTI minutes, SPED reports	25%	70%	85%	→
8) Supply teachers, librarian, curriculum coaches and counselors with the appropriate technology to facilitate instruction, on campus or remotely, and staff development, such as but not limited to, audio visual resources, laptops or desktops, software, flash drives, media projector, disk readers, document readers, headphones with and without microphones, interactive TV's, speakers, timers, internet access, and the required supporting hardware and software equipment.	Teachers Campus Administration	Unit Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, Inventory	70%	90%	100%	100%

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

Goal 1: Horizon High School will be a model of high standards for student academic excellence.

Performance Objective 3: By June 2020, 95% of all students will be on schedule to graduate in four years or less and 50% will demonstrate college and career readiness as measured by performance index four.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: By June 2021, 95% of all students will be on schedule to graduate in four years or less and 50% will demonstrate college and career readiness as measured by performance index four.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Maintain on-line programs, such as PLATO for after school, weekend drop-out recovery and student tutorials. Transportation for after school tutorials will be provided.	Campus Administration, Curriculum Coach, Counselors, Program Coordinator, Librarian and Library Aides	Common Assessments, Walkthrough, Observations, Course Failure Rates, tutorial student progress reports PLATO progress reports	30%	70%	85%	
2) Provide extra duty pay, instructional supplies and equipment for teachers to conduct targeted after school for course completion, in school camps and Saturday School tutoring support for End of Course exams.	Campus Curriculum Coach, Administration, Core Teachers	Course Failure Rates, Student Sign-In sheets, Retention Rate and Graduation Rate	50%	70%	85%	100%
3) Student attendance will be monitored by the campus Attendance Committees. Students who have exceeded 10% absenteeism will be reviewed by the attendance committee and upon recommendation placed in the credit redemption program or receive their credits. The campus will contact parents to participate in attendance committee meetings.	Administrators, Counselors, Attendance Clerks, Campus Attendance Committee, Students, Parents, Members to include the Communities in Schools Coordinators	Attendance Reports, Agendas, Credit Redemption Contracts, Loss of Credit Report	50%	70%	85%	
4) Incentives will be provided to improve campus attendance among students, teachers and staff. Students with perfect attendance will be have pizza with the principal once a semester. Teachers and staff will have breakfast with administration once a year for two or less absences a semester.	Administrators, Counselors, Attendance Clerks, Communities in Schools Coordinators	Attendance Reports Graduation Rates	30%	70%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) The College and Career Readiness Center will facilitate student college and career exploration in addition to coordinating the scholarship application process. The center will be equipped with internet-accessible computers, productivity software and instructional technology for presentations and student use. Each 12th grade student will apply online to at least 5 institutions of higher education, apply for at least 5 scholarships and complete the free application for federal student aid process (FAFSA). The junior class will apply for one scholarship in during English 3 class.	College and Career Counselor, Counselors English Teachers	Scholarship Totals, Grant Totals	40%	75%	85%	→
6) Instruction may be supported by field trips to enhance classroom learning activities.	Teachers	Course Failure Rates, Lesson Plans	20%	65%	85%	→
7) The campus will host an on-site college fair to provide students with direct access to college recruiters. Light hospitality will be provided for college recruiters and representatives.	College Readiness Counselor, Counselors	College applications, scholarships and attendance rosters.	25%	100%	100%	100%
8) The College Career Readiness Center and counselors will conduct class presentations on Senior year requirements, the college process and opportunities for TSI testing through one core department for all students at the junior level. Students in the 10th grade will be afforded the opportunity to challenge the TSI if they are enrolled in P/AP English and math classes.	College Career and Readiness Counselor Regular education counselors Administrators Teachers	Presentations through core classes for Freshmen, Sophomores, Juniors and Seniors TSI testing	25%	70%	85%	100%
9) The campus will host a FAFSA (free application for student federal aid) night to facilitate the process for students and parents. Additional nights may be offered based on need.	College Career and Readiness Counselor Regular education counselors Administrators	FAFSA(s) night sign-in sheets	15%	100%	100%	100%

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

Goal 2: Horizon High School will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 1: By June 2020, Level II offenses resulting in In-School Suspension will be reduced by 10% from 2019 offenses.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: By June 2021, Level II offenses resulting in In-School Suspension will be reduced by 10% from 2020 offenses.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Random canine drug sweeps will take place on a bi-weekly basis.	Assistant Principal, Campus Security, Canine Unit	Reduction in number of drug related offenses requiring placement in DAEP	25%	50%	85%	100%
2) Development of a school-wide discipline management program featuring common expectations and consequences. Presentations to include topics of anti-Bullying, conflict resolution, anger management, dating violence, drug prevention, stress management, character education, suicide intervention and prevention training for staff members and other social/emotional skills mandated by state policy.	Campus Administration, Counselors Criminal Justice Club	Observations, referrals, surveys Class meetings Peer Mediation Assemblies	25%	65%	85%	100%
3) Use of class presentations at the start of the school year during class meetings for students explaining academic and behavioral expectations. Reinforce expectations as needed.	Campus Administration Counselors Communities in Schools Coordinators Teachers	Observations, referrals, surveys, presentations	50%	65%	85%	100%
4) Discipline data will be reviewed every nine weeks to assess the school-wide discipline plan and shared with the leadership team.	Campus Administration Discipline Clerk	Referrals, Discipline report	25%	25%	85%	100%
5) Tardy Sweeps will be conducted to ensure that students are in class on time to utilize instructional time to the fullest. Teachers will also have expectations when lock outs are not conducted.	Campus Administration Security Teachers	Lock out logs, Lunch/After school detention logs	25%	50%	85%	

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

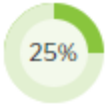
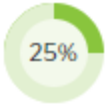
Goal 2: Horizon High School will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 2: By June 2020, the number of discipline referrals for disruptive conduct will be less than 50 per grade level.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: By June 2021, the number of discipline referrals for disruptive conduct will be less then 50 per grade level.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will follow their classroom discipline plan and contact parent prior to referring a student to administration. Campus administration will address discipline with in 48 hours. Level three and four offenses will be dealt with immediately. Administration will be consistent in addressing student.	Campus Administrators Teachers	Referrals for disruptive conduct behavior will be decreased.				
2) Parents of students receiving In School Suspension or Out of School suspension will be notified the same day by the designated Discipline Administrator. A parent conference will be required for all Out of School Suspension issued; however, if parent is unable to meet a conference call may take place.	Administration	Documentation on referrals, call logs, documentation in Skyward.				
3) Implement an alignment between disciplinary consequences to the infraction.	Administration	Documentation on referrals, call logs, documentation in Skyward.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: Horizon High School will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 3: Provide interventions for students to ensure that they are provided support and to help develop a safe learning environment.

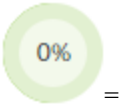
Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Provide interventions for students to ensure that they are provided support and to help develop a safe learning environment.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Two Communities in Schools coordinators will assist with: *College and career readiness including pre-employment preparation *Enrichment activities *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling *Support attendance policies	Campus Administration CIS Personnel Teachers Counselors	Student referral logs Parent sign in sheets Counseling records Parent night presentations Home visit logs	25%	70%	85%	100%
2) Presentations that target discipline issues based on the Campus Discipline report to include, but not limited to tardies, truancy, drugs, bullying, appropriate use of technology, attendance, etc.	Communities in Schools Coordinator, Counselors, School Resource Officer, Administration, Teachers	Student attendance sign in sheets. Decrease in documented referrals one-on-one documented sessions	25%	50%	85%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Horizon High School will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 4: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 4: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: For the 2020-21 school year ensure that 100% of students can access Remote Learning programs as needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Horizon High School will operate efficiently, being fiscally responsible

Performance Objective 1: By June 2020, all budget deadlines will have successfully been met.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: By June 2021, all budget deadlines will have successfully been met.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Train teachers on district budget protocols and the campus budget deadline calendar.	Principal Budget Clerk	Purchase requisitions, Purchase requisition denials	100%	100%	100%	100%
2) The principal will meet with the budget clerk on a bi-weekly basis to review account balances and to approve or deny campus purchase requisitions. Coach employees on how to adjust denied requisitions.	Principal Budget Clerk Principal's Secretary	Purchase requisitions, Purchase requisition denials	25%	60%	85%	100%

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

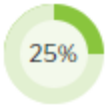
Goal 4: Horizon High School will utilize best practices for attracting qualified personnel and retaining highly effective employees.

Performance Objective 1: By June 2020, we will serve students with 100% highly qualified teachers, administrators, nurse and counselors that have been provided with training to meet the needs of diverse students.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: By June 2021, we will serve students with 100% highly qualified teachers, administrators, nurse and counselors that have been provided with training to meet the needs of diverse students.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide teachers with a clear set of expectations for creating supportive, quality teaching and learning environments as well as expectations for classroom management and professionalism following the Texas Code of Ethics.	Campus Administrators Curriculum Coach	Walkthrough, Observations, Course Failure Rates, Discipline Reports, State Assessment Results, Surveys, Teacher created assessments, T-TESS process.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 2) Provide staff development opportunities and planning resources to teachers, support staff, counselors, nurse and administrators in the form of conferences, workshops, seminars, site visits, instructional rounds and book studies to facilitate successful implementation of campus and district initiatives such as, but not limited to: Differentiated Instruction, SPED student support, LEP student support, GT student support, 504 student support, Effective Teaming, Inclusion, Common Instructional Framework Strategies, Content-Specific Workshops, Cooperative Learning, Co-teaching, College Readiness, Data Analysis and Disaggregation, Depth of Knowledge, Drop-Out Recovery, Dual Credit, Advanced Placement, Drop-out Prevention, social and emotional well-being, hygiene, Promethean Boards, Word Wall training, Sheltered Instruction, Reading/Writing Across the Curriculum and other professional collaborative and relational structures such as Effective Teaming,AVID, Professional Learning Communities, Costa' levels, Student Success Teams, Kagan and positive workplace environment principles to facilitate teacher efficacy and retention of highly qualified teachers. Substitutes will be provided for those occasions as appropriate. SIBME Observation and walk through software will be used to inform teacher, administration about classroom instruction and will be used as a vehicle to plan and implement professional development for individual, small group or faculty training. The use of Science Toolkit professional development training will also be utilized.	Campus Administration Curriculum Coach Nurse Counselors	Common Assessments, Walkthrough, Observations, Course Failure Rates, Purchase Requisitions, State Assessment Results, Surveys, sign-in sheets, Instructional Rounds	25%	50%	85%	
3) Teachers new to the profession and by invitation will be supported with a district mentor and the campus curriculum coach.	Campus Curriculum Coach, Administration, Teachers, District personnel	Meeting Agendas. Retention rate of first year teachers and teachers new to the campus.	25%	50%	85%	
4) Teachers new to the campus or the profession will be provided with support in the form of training on campus and through district operations.	Principal, Campus Curriculum Coach and Campus Technology Contact	Meeting Agendas, Sign-in sheets. Retention rate of first year teachers and teachers new to the campus.	25%	60%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) The campus will establish a new teacher support group that will meet at least quarterly to ensure that new teachers acclimate well to the profession and the campus.	Campus Curriculum Coach, Administration	Meeting Agendas. Retention rate of first year teachers and teachers new to the campus.	25%	50%	85%	
6) The campus will continue a School Climate Committee.	Administration Teachers Staff	Meeting Agendas	15%	15%	85%	

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

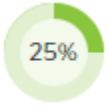
Goal 5: Horizon High School will include parents, community and business members in the education of all students.

Performance Objective 1: By June 2020, we will have conducted one parent community meeting per semester, beginning in September and concluding in May.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: By June 2021, we will have conducted one parent community meeting per semester, beginning in September and concluding in May.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Conduct a Parent Community Meeting and other parent meetings to facilitate parental engagement and social and academic support for students and college readiness. Snacks for parent meetings will be provided. Translation system will be available.	Campus Administration, College and Career Readiness Counselor and Counselors	Sign in Sheets				
2) Conduct Parent Information Nights and/or a Parent Workshop and other informational meetings to promote awareness about drug, alcohol and safety issues. Provide reading materials such as pamphlets, provide Latino Literacy programs and brochures in both English and Spanish. Contract with professional services for printing/translating reading materials for parent use.	Counselors School Resource Officer	Parent Meeting Sign in Sheets, Reduction in frequency of drug and alcohol related offenses				
3) Coordinate with parents and community representatives on the implementation of a character education through the use of Student Council, presentations, morning character education announcements. Student Council will provide presentations upon request.	Campus Administration School Resource Officer Student Council Counselors	Parent Meeting Sign in Sheets, program framework, guest speakers				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
4) The Campus Safety Committee will meet to review campus safety and security issues. Recommendations for improving safety and security will be made to campus administration as appropriate. Parents, community representatives and members of local law enforcement agencies and the fire department will be invited to participate in the committee meetings once a nine weeks.	Campus Safety Committee Members and Campus Administration	Agenda and Minutes Monthly Fire Drills Fire Marshal Inspection Yearly Safety Audit Data Documented Lock Down Drills Sheltered in Place Reverse Evacuation	25%	50%	85%	→
5) The campus will host a 9th grade orientation to provide students and parents with an overview of campus policies and procedures. Light hospitality will be provided.	Administration Teachers Counselors Staff	Sign In sheets	100%	100%	100%	100%
6) Engage parents in community field trips as an incentive program for parent engagement on campus.	Administration Counselors Teachers	Parent Volunteer hours Parent attendance sign-in sheets	5%	50%	85%	100%
7) Provide opportunities for students, parents and community members in need to receive meals, clothing, toiletries and school supplies from Communities in Schools as needed. One food distribution for two hundred families will be held once a month.	Communities in Schools Coordinators	Sign-ins Photos	25%	70%	85%	100%
8) Provide counselors, administrators and other parent engagement members the opportunity to attend a Parental Engagement Conference once a year.	Administrator	Increase parental engament	0%	100%	100%	100%
9) Provide teachers, counselors and administration the opportunity to engage in a book study. The group will create a committee, to include teachers, counselors, administration and parents to address a campus need.	Administrator	Increased partnership opportunities which will assist with student needs and improve engagement.	0%	0%	0%	→

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

Clint Independent School District

Early College Academy

2019-2020 Formative and Summative Reviews

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Clint ISD Early College Academy Mission Statement:

Clint ISD Early College Academy will empower its students to graduate from high school while simultaneously providing the opportunity to attain an Associate of Arts Degree or beyond. We will accomplish this by delivering rigorous curriculum, providing appropriate interventions, and through clear communication of high standards of behavior and academic achievement.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Clint ISD Early College Academy Vision Statement:

College readiness today, Patriot success tomorrow.

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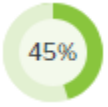
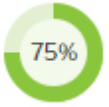
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Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 1: CECA will monitor and support the alignment of the pre-college and college curriculum and instruction to improve student performance in HS classes, college classes, PSAT/SAT

Evaluation Data Source(s) 1: CECA student performance targets will improve the Master Level in Math, English I & II, and Biology, and US History relative to the progress shown on MAP testing in mathematics, reading, and language usage. Fall MAP (August 2019) is the baseline for the monitoring of the progress.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase NWEA MAP testing suite to monitor alignment and student instructional growth in Math, Reading, and Language Usage. The teachers and administrators will use the data to identify instructional areas that students must grow. The data aligns to STAAR EOC, SAT-College readiness.	Principal, Curriculum Coach, and teachers in Math, ELA primarily but others have access to use the data	Increased number of students moving to the Meets and Masters levels and increases in the SAT EBRW and Math				
Comprehensive Support Strategy 2) CECA will provide tutoring sessions and summer school courses to target students in Mathematics, ELA (I &II), Biology, and US History for preparation on the STAAR-EOC and AP examination. In addition to paying for extra duty for teachers to tutor, CECA will pay for students to be transported to the campus from distant homes for Saturday tutoring	Testing teachers and principal	Increasing student performance at all levels for all students based on their 8th and and 9th grade performance.				
3) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 2: The early college will provide NWEA professional development to meet the academic needs and reduce the performance gap among all student groups by using progress monitoring to understand instructional needs of students.

Evaluation Data Source(s) 2: Performance growth among all student groups will be closed as evidenced on Index 2 and from data on the MAP, PSAT, and SAT assessments.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) CECA teachers and admin will attend NWEA PD to learn to interpret reports on student instructional growth, and understanding how to adjust instruction to fit specific needs of individual students	Principal	Increase student instructional growth as measured by teacher grades, observations, class grades, state assessments, and national assessments, i.e., PSAT & SAT	5%	70%	100%	100%



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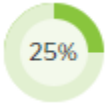
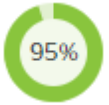
Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 3: CECA will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among ALL student groups, and especially ELLs and Special Education students, by the end of the 2019-2020 school year.

Evaluation Data Source(s) 3: Student performance will be measured by growth on NWEA-MAP assessments, STARR assessments, TELPAS, College Readiness Exams and will decrease the performance gap.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Prepare students for online/remote learning

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Utilize more challenging text material in all departments but especially ELA to improve students' reading levels, specifically, evidence-based analysis, literary analysis, vocabulary development, and using writing assessments and strategies towards improving student performance on STAAR and PSAT/SAT. The improvement on these assessments will focus on improving the growth of student performance.	Principal, curriculum coach, ELA teachers	Increasing the number of students performing at the Meets and Masters level on STAAR. Improving the number of students reaching the benchmark level on PSAT and SAT				
2) Purchase and use headsets to conduct and meet compliance on TELPAS testing for ESL students a well as supplies to maintain proper student records.	Assistant principal in charge of TELPAS	All students will have access to the supplies and instruments to complete the TELPAS test.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Create and implement a workshop for 9th and 10th-grade students on increasing their instructional growth by understanding their relative weak instructional areas on the MAP. Students will then set growth learning statements detailing how students will accelerate their growth in mathematics, reading, and language usage by concentrating on gaps, and utilizing gap tutoring and using other resources to heal those areas.	Principal, Curriculum coach, and 9th/10th-grade teachers, and all advisory teachers.	By using the MAP score progress, the instructional staff can intentionally guide students to higher state and national assessments.	0%	0%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 4: CECA will provide students opportunities to be college and career ready throughout the 2019-2020 school year.

Evaluation Data Source(s) 4: Student enrollment and completion will increase for college classes with the decrease in drops and negative academic standing. Increase enrollment and passing rate in AP as evidence on the State Accountability CCMR report.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Prepare students for online/remote learning

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Secure college textbooks for all college classes	Principal and budget clerk	Students can complete assignments and learn based on expectations of the college and professors.	40%	55%	100%	100%
2) Prepare and test student TSI to place students in college classes.	Principal and counselor	The preparation in Reading, Writing, and Math for students to take and pass the TSI, and therefore enter college courses	30%	60%	95%	100%
3) New students must attend orientation with EPCC as per ECHS Blueprint to get IDs and tour the VV-EPCC campus. Students will also attend UTEP Orientation. Students are also to attend a summer bridge program to prepare them for TSI testing.	Principal and Faculty	Students will get their IDs and tour the campus for their future college courses. During bridge students will receive TSI preparation	25%	80%	95%	
4) Seniors will attend TACRAO to explore colleges and admissions processes	Principal, AP, counselor	Number of students attending and eventually, students admitted and scholarships received.	15%	100%	100%	100%
5) Purchase supplies for classes in preparation for college readiness and excelling on college readiness indicators. Not limited to core classes such as Math, Science, ELA, and History Purchase materials for GT students for in the class, as an extension of the classes, for testing.	Principal, AP, Counselor, and all teachers	Increased TSI, PSAT/SAT scores... reduced failures on college level classes	15%	70%	100%	100%
6) Use the credit by exam to advance students who must obtain graduation credits due to failures or due to credit transfer misalignment when a student moves into Texas or another district. The use of the CBE is guided by district policy DHDB and EHDB	principal, AP, and counselor	Students will obtain credits when they demonstrate mastery based on CRE results and district policy	0%	35%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) CECA will expand access to AP classes and increase the number of AP classes and opportunities to take the AP test.	Principal, counselor, and AP teachers	Increase the number of students taking AP classes and raising the AP passing rate	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 5: CECA will provide social and emotional support for Homeless Students and distressed students to support them to be academically successful and complete all academic requirements for graduation.

Evaluation Data Source(s) 5: Decrease the number of drops and negative academic standing at the end of each semester.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Prepare students for online/remote learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase Odysseyware for student remediation. This is used for distressed students to accelerate to regain credit from loss or credit or failures	Principal, counselor, AP	Increase the graduation rate	20%	100%	100%	100%



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= Continue/Modify


= No Progress

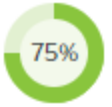
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Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

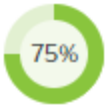
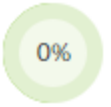
Performance Objective 6: During 2019-2020, CECA will promote a 21st Century learning environment for 100% of students at all grade levels.

Evaluation Data Source(s) 6: Course offering i.e., Computer Science (AP CS A, AP CS Principles, Intro CS-HS), alignment to BA/BS degree plans.

Summative Evaluation 6: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide close up experiences for students in alignment with classes. Visits to industry and government agencies will provide insight into the practical workings of institutions and government processes.	Principal, Appraiser, faculty	Integrate the theoretical exposure in class with the closeup engagement with industry and government.				
2) Purchase materials to execute the remote learning and supplies for the Computer Science class, but not limited to all core classes. The purchases include 20+ student laptops meeting the specifications for the AP CS-A course. The justification is also in the CNA.	Principal and CS teacher	Increase and maintain the enrollment in the CS. The class also has an evaluation criteria through Microsoft Growth in the request of CS classes and enrollment. Students will register and complete the AP CS-A exam with at least 50% passing with a 3,4,or 5.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math 3) Purchase and use updated teacher laptops and interactive technology platforms to support learning, increase student collaboration, and provide multiple methods of inquiry in the classroom. The platform for online courses must contain multiple foreign languages including French, which is used for transfer students into the Clint district. The system curriculum and assessment questions must have a high level of validity as deemed by the CECA teachers and administration. The online system must also have a proven by CECA use a high validation of accuracy and effectiveness for TSI (Math, Reading, & Writing). The TSI is a nonnegotiable since it is the only college placement test used by EPCC for dual credit. The system must also have a yearly renewal of the licence contract to allow CECA to evaluate the effectiveness and cost yearly. The contract should be a campus licence to be flexible for the campus needs. Increase teacher effectiveness and student learning by using interactive tools. Teachers should use it as a live session or student pace. Teachers should be able to able to show videos and stop to assess students. The different types assessments include a quiz, poll/multiple choice question, open-ended questions, drawing, etc... This interactive platform should be used to conduct Phet Lab simulations so the students can see a visual representation of an atom. The platform should have the capacity to use VR, virtual reality, to take students on field trips without leaving the campus. A VR experience increases students accessibility to new and effective learning experiences for AP and college classes, while reducing the cost of field trips and saving instructional time. Also using screen projectors for TINSPIRE calculators. The screens allow for problem solving in Mathematics and Science classes. The real problem solving occurs when students can share their processes and findings on the TINSPIRES. Students will also use 3-D printers	Administration and teachers	Improved grades on assessments, and fewer failures . A yearly evaluation of the TSI effectiveness. Alignment of Mathematics functions to the PSAT and SAT results.	10%	80%	100%	100%

to design models based on problem solving developed in the CS classes.						
4) Promote the application of knowledge and skills out of the classroom through competitions and exhibitions., including robotics and the state science fair. The application is adjusted to a higher standard than just state assessments. Also purchase student meals during competitions and exhibitions.	Principal and activity sponsors.	Students sharpen their knowledge and in particular the skills to engage in defense of their research and learned skills				
5) Identify and provide services to GT students as mandated by TEA	GT coordinator, principal	Conducting testing of referred students and providing the appropriate interventions for students				
6) Acquire supplemental supplies for BIM & Computer Science classrooms	Principal, Budget Clerk, BIM & Computer Science Instructor	Purchase Orders Receipt of supplies, materials & Equipment				
7) Acquire and renew all necessary software licenses for BIM & Computer Science Classrooms and regular education classrooms and library such as but not limited to NWEA MAP and Turnitin	Principal, Budget Clerk, BIM & Computer Science Instructor	Purchase Orders Receipt of supplies, materials & software				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 7: During the 2019-2020 year, students will receive relevant science instruction using 40+ lab time to prepare students for college science classes.

Evaluation Data Source(s) 7: Enrollment in science classes and the number of students matriculating into college courses. Grades in the science classes

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase lab consumables and equipment for the science department. Materials to be used are supplemental to provide students practical experiences in Science and mathematics	Principal, appraiser, and science department	Enhance the learning of science so students are prepared for college coursework and increasing the number of students successfully completing college courses.	40%	75%	100%	100%
TEA Priorities Connect high school to career and college 2) Support student science learning through project learning in the classroom, at competitions, through science fair, and science bowl. The needs of project based science learning or research inquiry will be addressed through necessary supplies, professional development, travel to science fair competitions.	Principal, AP (department appraiser), campus science coordinator	Mastery learning as demonstrated through advancement to and through college science courses, improved scores on PSAT/SAT Reading in Science	10%	60%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 8: CECA will continue AVID for all 9th-grade students and at least half of the 10th-grade students to support student proficiency in Writing, Inquiry, Collaboration, Organization, and Reading

Evaluation Data Source(s) 8: Passing/Failing rate in HS and college classes, Increase in TSI scores, Increase in PSAT/SAT scores

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 8: Modify for online instruction

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase AVID materials and prioritize the focus on Reading, Writing, and Mathematics.	Principal, AVID coordinator, and AVID teachers	Decreased failures, increased grades, increased MAP scores, increased passing rate on TSI and EOC at Meets and Masters levels	55%	85%	100%	100%
2) Purchase instructional supplies for the AVID class	Principal, AVID coordinator, and AVID teachers	Reduce the failure rate and show instructional growth on MAP, TSI, and college course matriculation.	20%	100%	100%	100%
3) Have teachers trained and retrained on AVID philosophy and methods by attending the Summer Institute	AVID coordinator and principal	Improved effectiveness of the AVID classes. Improved grades for AVID students, reduce the high school and college failure rates, improved PSAT/SAT scores	0%	0%	100%	100%
4) Have AVID tutors support students through interventions.	AVID coordinator and principal	Improved effectiveness of the AVID classes. Improved grades for AVID students, reduce the high school and college failure rates, improved PSAT/SAT scores	0%	50%	70%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 9: CECA will utilize resources to meet the fidelity of the Texas ECHS mission and blueprint.

Evaluation Data Source(s) 9: Meeting and receiving ECHS designation and meeting the standards

Summative Evaluation 9: No progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Participate in the state CCRSM ECHS summer summit	Principal	Compliance to the blueprint	0%	0%		
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Utilize professional development reading and discussion groups to enhance college-level instruction	Principal and curriculum coach	The expected result is improving all classroom instruction and having that improvement manifest itself in higher grades, fewer dropped courses, and improving the cultural environment of the classrooms and school.	0%	0%	100%	100%

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

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 10: CECA will provide the Summer Bridge to connect the previous years to the expectations and mission of the Early College

Evaluation Data Source(s) 10: Participation rates and TSI Passing rates

Summative Evaluation 10: Exceeded Performance Objective

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 11: Students completing the AA or graduating from high school will attend New Student Orientation for ECHS at UTEP. Students will be advised and register for the next semester.

Evaluation Data Source(s) 11: Number of students attending the NSO

Summative Evaluation 11: Significant progress made toward meeting Performance Objective

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 12: 1. Students will interpret their instructional levels by using their MAP data and the learning Continuum (Learning Standards) and design their growth plan that will include how and why instructional growth is part of college readiness.
2. Students will decipher their MAP RIT scores relative to established RIT cut scores and college readiness indicators, i.e., SAT and ACT, to determine how they will achieve their growth target.
3. Students will identify their learning gaps by the learning goals and compare the gaps to the course syllabus to use the following resources, Kahn Academy resources, gap tutoring, Saturday EOC tutoring.
4. Students, with the guidance of the teachers, will draft an individual learning plan using the NWEA-MAP Student Goal Setting Worksheet and concepts that students must master within specific periods of the academic year.
5. Students will create a learning portfolio that tracks goals, attainment of goals, and evidence throughout the school year.

Evaluation Data Source(s) 12: MAP data, STAAR-EOC, PSAT, SAT. Teacher observations and grades

Summative Evaluation 12: Some progress made toward meeting Performance Objective

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 13: Develop and implement a process to engage students in learning their instructional gaps and understanding how to increase their instructional growth.

Evaluation Data Source(s) 13: NWEA-MAP growth Progress system student scores and growth tables.

Summative Evaluation 13: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Create a student workshop to present students their identified instructional gaps and prepare them to learn the concept and skills relevant to the standard in the gap.	Principal and CC	On January 10, 2020, conduct a morning workshop for 9th and 10th-grade students. Review a report of standards in gaps and writing SMART goals to learn the gaps, Teacher will track progress during Advisory class every two weeks	0%	0%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: CECA will foster an educational environment that will ensure the safety of all students and staff.

Evaluation Data Source(s) 1: The CECA will have added security services; will implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding to emergencies at all facilities.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide students and all staff with emergency training on lock downs and safe-zones	Principal in cooperation with Clint ISD Security staff and EPSO	Increased awareness of safety and emergency procedures. Increase the quality and outcomes of training drills as evaluated by EPSO	40%	40%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Working with college transition to provide emotional - social support as required by the TEA Early College BluePrint. The support will be in groups and one-on-one sessions on stress management, time management.

Evaluation Data Source(s) 2: Reducing the number of suicide outcries.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

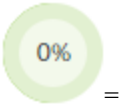
Performance Objective 3: CECA will provide structures and systems to teach students the academic skills necessary to manage time, become responsible, and plan.

Evaluation Data Source(s) 3: Reduction of failure at each grading period.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Gather and distribute 3-week failure report to set plans with students and teachers.	AP, Principal, and level teachers	Reduce the class failures, in crease overall TSI and EOC completion rate	35%	30%	95%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: CECA will closely cooperate with EPCC Police to inform students of safety procedures and policies affecting student safety.

Evaluation Data Source(s) 4: Conduct the EPCC-PD presentation and provide follow ups

Summative Evaluation 4: Met Performance Objective

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: CECA will provide the highest quality technological instruction via career and technology classes.

Evaluation Data Source(s) 5: Conduct T-TESS walk-throughs and observations. Document the transfer ir technology skills to under classes through teacher and student feedback.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 6: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 6: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 6: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 1: CECA will support only those programs that are financially possible and will implement them at the most cost-effective level, always considering the impact of student improvement.

Evaluation Data Source(s) 1: Programs and their use must be approved by the faculty.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 2: CECA will strive to increase compensatory education funding.

Evaluation Data Source(s) 2: CECA will increase campus and community awareness of the importance of at-risk coding to increase state funding.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: CECA will ensure that all students are taught by highly qualified personnel.

Evaluation Data Source(s) 1: CECA will recruit locally and out of state for personnel which meet the new Equity Plan requirements.

Summative Evaluation 1: Met Performance Objective

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: CECA will recruit and retain qualified personnel.

Evaluation Data Source(s) 2: CECA will offer extensive learning opportunities and professional develop to improve the teachers' craft.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) The instructional staff will have access to innovative and high quality professional development to improve student growth, improvements on STAAR EOC , state accountability growth indicators, content areas of ELA, Math, Scie., SS, media applications, Advanced Placement, AVID< college readiness processes such as SAT/PSAT & TSI, and college transition to Bachelor degree plans such as Computer Science, and applying valid data to make instructional decisions...NWEA MAP assessments. Not limited to PD reading materials. CECA will include Physical Education PD for PE/Health teachers to provide better instruction to students on health and wellness.	Principal, C Coach, and teachers	Sustaining growth as measured on MAP assessments, progress measurement models on STAAR Alg I and Eng II, SAT/PSAT, Improved results on state PE assessments.	5%	75%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: CECA will utililize internally researched practices to retain staff by providing professional growth opportunities.

Evaluation Data Source(s) 3: CECA have teacher input as part of T-TESS and regular discussions with teachers.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 4: CECA will ensure a safe working environment to retain and attract personnel.

Evaluation Data Source(s) 4: CECA will implement a comprehensive safety program to assure the safety and welfare of all employees, enhancing the retention of personnel.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 1: CECA will maintain programs to expand and strengthen relationships with parents, businesses, higher education(EPCC & UTEP) and the community so that all are involved in the education of the students at CECA

Evaluation Data Source(s) 1: CECA will provide parents with opportunities and incentives to become involved in their child's education through parent communications; will provide parents with access to educational resources; will monitor parental involvement and maintain communication with parents at CECA, and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide parental engagement work shops on campus and not limited to annual parent conference hosted by Region XIX.	Principal, Assistant Principal, Counselor, Budget Clerk	Contracted services, parent registration forms, phone logs, registration receipts, agendas.	0%	0%	35%	
2) Provide parent hospitality items such as snack items and other consumable supplies during parent work shops	Principal, Assistant Principal, Counselor, Budget Clerk	Parent sign in sheets,registration forms, phone logs, registration receipts, agendas.	0%	0%	100%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 2: The CECA administration, faculty, and staff will provide access to all parents through Spanish translation of all parent documents, agendas, presentations, and announcements.

Evaluation Data Source(s) 2: The evidence is in form of translated documents that will be archived after every meeting. We provide active translation during meetings by borrowing headsets parents can wear to hear the active translation from an informed, native Spanish speaker as the presentation is given

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase reading material in English and Spanish for parental engagement workshops.	Principal, Assistant Principal, Counselor, Budget Clerk	Parent sign in sheets,registration forms, phone logs, registration receipts, agendas.	0%	0%	45%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Clint Independent School District

Clint Junior High School

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading

Mission Statement

Empower all students to become the best version of themselves by providing an academic foundation through opportunities, skills, rigor and a growth mindset.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Better than yesterday, improving for tomorrow!

Value Statement

Clint Junior High School faculty and staff will operate academically and morally with integrity while offering every child the opportunity to exemplify excellence in order to ensure success in all aspects of life.

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Goal 1: Clint Junior will be a model of high standards for student academic excellence.

Performance Objective 1: By May 2020, all students will show a 5% increase in STAAR scores at the Meets level for Reading, Math, Science, Social Studies and Writing to include ELL, SpEd and Economically Disadvantaged.

Evaluation Data Source(s) 1: By May 2020, STAAR assessment scores will reflect a 5% improvement at the meets level in the areas of Reading, Math, Science, Social Studies and Writing for all students to include ELL, SpEd and Economically Disadvantaged students.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Unable to determine the progress made on the objective due to remote learning situation and waiver of the STAAR exams for the 2019-2020 school year. The campus will continue with the objective for the 2020-2021 academic school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Teachers will implement the use of the Fundamental Five lesson cycle, essential question, Content/ Language Objectives and a posted TEK across the curriculum.	Administration, Curriculum Coach, Teachers	Walk-throughs, Lesson Plans Students will gain an understanding of the content being taught and the expectation of what they need to learn.	20%	40%	50%	→
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college 2) Implement AVID and other research based strategies to ensure rigor in the classroom.	Administration, Curriculum Coach, Teachers	Walk-throughs, Lesson Plans Students will gain an understanding of the content being taught and the expectation of what they need to learn.	20%	40%	45%	→
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 3) Implement RTI strategies to differentiate instruction.	Administration, Curriculum Coach, Teachers, Instructional Aides, RtI teams	Students will be on target and at grade level for courses in need of intervention.	20%	40%	50%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Teachers will be included in decisions regarding the use of assessments on campus by basing decisions on data disaggregation and heat maps in order to improve instruction in each content area.	Administration, Curriculum Coach, Teachers	Teachers will focus on areas of instruction and target those through their instruction, tutoring, remediation, etc. so that students are successful.	15%	40%	50%	→
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Teachers will use TEKS Resource Unit Assessments at the end of every unit by grade level and content area to better evaluate classroom instruction and student progress.	Administration, Curriculum Coach, Teachers	Targeted interventions for areas of need. Tool to be used during PLC	✗	✗	✗	✗
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Reading and supplemental support materials will be purchased to be used in classrooms to improve students' knowledge of current events while teaching them to summarize, practice reading fluency, expand vocabulary make inferences and improve overall assessment scores for all students (EL, SPED, At-Risk).	Teachers	Targeted instruction for areas of student need	10%	30%	75%	→
7) Teachers will provide lab science equipment and supplies for students to provide hands-on activities in order to help them understand real-world based on subjects outlined in TRS.	Science Teacher, Administration, Curriculum Coach	TEKS will be met through the lab experiments.	10%	0%	60%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) General supplies and materials (including shipping and handling) will be purchased to help ESL, SPED and other At-Risk coded students excel in all core areas and improve STAAR scores.	Administration, Curriculum Coach, Teachers, ESL Teacher	Students will have access to materials needed to attain the goals of instruction.	0%	100%	100%	
9) Technology equipment will be purchased to assist At-Risk students in order to meet state academic standards.	Administration,Teachers	Students will have access through technology to attain the goals of instruction.	0%	25%	60%	
TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) The campus will maintain the position for a highly qualified curriculum coach in order to provide teachers with staff development, modeling and guidance on lesson delivery and instruction.	Administration	Teacher growth in instruction that will impact student growth overall. Student achievement will be increased through the development of teachers in the classroom, through lesson plans and with the use of data.	100%	100%	100%	
TEA Priorities Improve low-performing schools 11) Campus will provide transportation for after school tutoring for students in need of additional remediation.	Administration, Teachers, Curriculum Coach	Students will be able to attend after-school tutoring which targets individualized needed instruction for each student identified to attend.	25%	40%	60%	
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 12) After-school tutoring will be offered to Economically Disadvantaged and At-Risk students in the areas of ELAR, Math, Science and Social Studies to improve overall comprehension in all core areas, especially those of STAAR tested areas.	Administration, Curriculum Coach, Teachers	Students will be able to attend after-school tutoring which targets individualized needed instruction for each student identified to attend.	25%	35%	60%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 13) Students with the need of additional remediation or who did not achieve satisfactory standards on the 8th grade Math and/or Reading STAAR assessments (SSI) will attend Summer School in order to improve their skills in math and reading. Summer school supplies will be purchased to assist teachers and students in the process.	Administration, Curriculum Coach, Teachers	Summer school will assist in providing students with additional instruction of focus areas so that they are able to meet the passing standard on the STAAR exams at the 8th grade Reading and Math levels.	0%	0%	0%	
TEA Priorities Build a foundation of reading and math 14) Supplemental support materials will be purchased to be used in classrooms to improve students' knowledge in areas of Math, Science, Social Studies, English Language Arts and Reading.	Administration, Curriculum Coach, Core area teachers	Students will have access to materials needed to attain the goals of instruction in core areas.	0%	15%	75%	
TEA Priorities Recruit, support, retain teachers and principals 15) Support materials will be purchased to enhance classroom management for all teachers.	Administration, Curriculum Coach, Teachers	Teachers will be proficient in their classroom management so that they can focus on instruction for all students.	20%	65%	100%	
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 16) Students in Special Education will be tested on an online setting for unit assessments and CBA's to simulate and prepare for the STAAR exam.	Administration, Curriculum Coach, Teachers, Instructional Aides	Students will have the opportunities to mirror the STAAR exam throughout the year. Students will become familiar with some of the tools that are available to them on the STAAR exam at the end of the year.	20%	35%	60%	
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 17) Teachers will be trained in best practices using AVID strategies by attending the Summer Institute and then bringing those strategies back to the campus for those that did not attend.	Teachers attending the Summer 2020 AVID Institute	Implementation of best practices through AVID in all classes will support rigor and increase student achievement.	10%	35%	50%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
18) Health teacher will be provided with specialized instructional supplies and materials to improve academic performance of students, to include awareness of choices that affect students academically and in the real-world.	Administration, Health Teacher	Students will have access to materials needed to attain the goals of instruction.	0%	100%	100%	
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 19) ESL Teacher(s) will attend professional development to improve and support ELL instruction and differentiation in the classroom.	ESL Teacher(s), Curriculum Coach, Administration	Professional growth of teacher on how to assist students in the ESL program. This should impact each student's progress as measured through the STAAR exam.	15%	50%	0%	
TEA Priorities Recruit, support, retain teachers and principals 20) Core area teachers will attend professional development to include, but not limited to improving instructional strategies, best practices for instruction, classroom management, content related instruction, STAAR improvement, etc.	Administration, Curriculum Coach, Core area teachers	Professional growth of teachers on how to improve instruction, utilize best practices, lesson plan and provide a safe classroom that is conducive to learning. This should impact each student's progress as measured through the STAAR exam.	10%	25%	50%	
21) General supplies will be purchased for instruction and student use in areas of SpEd, EL and at-risk for non-core areas.	Administration, Curriculum Coach, Teachers	Students will have access to materials needed to attain the goals of instruction.	15%	100%	100%	
TEA Priorities Improve low-performing schools 22) Provide STAAR Blitz opportunities for at-risk students, students that are EL and students receiving special education services to assist students in passing the state assessments. Substitutes will be utilized.	Administration, Curriculum Coach, Teachers, Instructional Aides	Increase in student achievement for students who are at-risk of failing.	0%	0%	0%	
TEA Priorities Connect high school to career and college 23) Students will attend a field trip through ELAR class to engage in real-world experiences.	Administration, Curriculum Coach, Teachers in 8th grade ELAR	Students will be able to make real-world connections to instruction in the classroom.	0%	0%	0%	
TEA Priorities Build a foundation of reading and math 24) ELAR teachers will be trained on and implement the Abydos Program to improve rigor and understanding of lessons.	Administration, Curriculum Coach, ELAR teachers	Targeted- instruction to students individual needs. Abydos, when used as intended, will increase student's writing proficiency levels.	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 25) General supplies for the AVID class to be able to begin and sustain the AVID curriculum and program.	AVID Elective teacher, AVID Coordinator	Students will have access to materials needed for the AVID elective course.	80%	100%	100%	
Additional Targeted Support Strategy **TEA Priorities** Connect high school to career and college 26) The AVID team will train teachers on campus to expand WICOR strategies for campu-wide implementation.	Math teachers, Administration, Curriculum Coach	Increase in Math scores from previous STAAR administration.	80%	80%	85%	
27) General supplies will be purchased for instruction and student use in areas of Fine Arts.	Art Teacher Choir Teacher Dance Teacher Band Teacher	Students will have access to materials needed to attain the goals of instruction.	100%	100%	100%	
28) General supplies will be purchased for instruction and student use in areas of Foreign Languages.	Spanish Teacher	Students will have access to materials needed to attain the goals of instruction.	80%	100%	100%	
29) General supplies will be purchased for instruction and student use in areas of P.E.	PE Teachers	Students will have access to materials needed to attain the goals of instruction.	0%	100%	100%	
30) Nearpod will be purchased as a resource to assist in classroom instruction in all areas.	Teachers Curriculum Coach Administration	Access to engaging activities and lessons that will assist in a better understanding of the concepts. A deeper understanding of the concepts should increase STAAR scores in content areas tested.	100%	100%	100%	
31) Technology equipment, to include laptops, will be purchased for teachers and curriculum coach to refresh the technology for instructional use.	Teachers Administration Principal's Secretary Curriculum Coach	Teachers will have access to technology for instruction. Curriculum Coach will use for professional development and lessons for students in all areas.	45%	75%	90%	
Targeted Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 32) Flocabulary program will be purchased to increase student reading comprehension and fluency in the core content areas.	Teachers Adminsitration Curriculum Coach	The program will assist in vocabulary comprehension which should impact STAAR scores.	100%	100%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 33) Study Island will be purchased for all tested areas (Math, ELAR, 8th grade Science and SS) for the campus for students to use in CUB 101 for targeted interventions to assist in passing the STAAR exam.	Administration Teachers Curriculum Coach	Increase the number of students passing all core areas of STAAR exams.	90%	100%	100%	
34) Teachers will promote UIL participation on campus by recruiting and holding practices beginning in the first semester of school.	Administration Curriculum Coach UIL Coaches	Students will increase their knowledge in the areas of participation so that they are competitive in all areas.	0%	30%	40%	
TEA Priorities Improve low-performing schools 35) A Homework Club will be established to assist students in need of academic support in all areas.	Teachers Administration	Increase in students getting their work done for understanding and opportunities for assistance with lack of understanding.	50%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals 36) Teachers, Adminsitration and Campus Curriculum Coach will be provided the opportunity to attend the Fundamental Five National Conference in October 2019.	Teachers Curriculum Coach Administration	Teachers will be afforded the opportunity for professional development that will build their knowledge and capacity in the classroom which will impact student performance.	90%	100%	100%	100%
37) Classrooms will be provided with charging stations for student use.	Classroom Teachers Administration Curriculum Coach Campus Secretary	Students will have access to charging stations for their chromebooks so that they may use them for instrutctional purposes.	20%	50%	100%	
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 38) SSI Math students in 6th grade will be placed into a Math Acceleration class to improve their foundational skills in Math.	Math Teacher Administration Scheduling Clerk	Students will increase foundational skills in Math to be successful or show growth in the STAAR 6th grade Math Assessment.	100%	100%	100%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 39) 6th-8th grade students identified will be placed into a Reading Acceleration class to improve their foundational skills in Reading.	Reading Teachers Adminsitration Scheduling Clerk	Students will increase foundational skills in Reading to be successful or show growth in the STAAR Reading Assessment.	100%	100%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 40) Training will be provided to the Dyslexia teacher through Region 19 and the Dyslexia Conference.	Dyslexia Teacher	Teacher will better instruct students in the area of Dyslexia.	50%	70%	0%	→
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 41) Teachers will be hired to work with students needing additional remediation or acceleration during Intersession in the fall/spring in order to improve their skills in Math, Reading Science and/or Social Studies.	Core Teachers Administration Curriculum Coach	Increase the number of students passing on the STAAR and iin classes	50%	0%	50%	→
TEA Priorities Build a foundation of reading and math 42) Instructional materials for the Dyslexia Program will be purchased to supplement curriculum.	Dyslexia Teacher	Students with Dyslexia will have access to materials that target their disability. This will increase their learning capacity in dealing with their disability so that they are able to show growth in the STAAR assessment.	40%	65%	100%	→
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 43) Science and Math teachers will be provided the opportunity to attend the STEM (Science, Technology, Engineering, Math) conference in June 2020.	Administration 8th grade Math teacher Science Teachers	Teachers will be afforded with professional development that will build their knowledge and capacity in the areas of Science and Math.	0%	0%	50%	✗
44) Supplemental material will be pruchased through Mentoring Minds for use in Math.	Math Teachers Curriculum Coach Administration	Students will have access to material that will help in preparing them to pass the Math STAAR exam.	0%	0%	50%	100%
45) Scholastic Magazines will be ordered for Social Studies classes to incorprate current events and writing.	Social Studies teachers Adminsitration Curriculum Coach	Student increase their writing which will assist in the ELAR classes.	0%	0%	40%	→
46) Breakout EDU kits will be purchased for Science classes to enhance instruction.	Science teachers Curriculum Coach	Students in Science will use the breakout boxes to engage in the instructional delivery of the content through the class and in tutoring.	0%	0%	30%	100%
47) Kagan materials for students in Social Studies classes will be purchased to hold students accountable in their learning.	Social Studies teachers Curriculum Coach	Students will engage in instruction and communicate their learning in different ways.	0%	0%	30%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
48) 6th grade students will go on a field trip to the movies to tie in the connection of World Geography and cultural experiences.	6th grade teachers Social Studies Teachers Curriculum Coach Administration	Students will be able to make real world connections to the movie and cultural experiences around the world.	0%	0%	35%	
49) 8th grade students will attend a field trip to the Holocaust Museum.	8th grade teachers Social Studies teachers Curriculum Coach Administration	Students will make real-world connections with History and English Language Arts as they study the Holocaust and write memoirs in ELAR classes.	0%	0%	30%	
50) Science students in 6th-8th grade will attend a field trip to Carlsbad Caverns.	Science Teachers Curriculum Coach Administration	Real-world connection to the study of Earth materials and forces that change the Earth.	0%	0%	30%	
51) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	
52) Teachers will be providing learner-centered instruction to students through remote resources during the school closure. Laptops/chargers (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to teachers as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Campus Secretary	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	

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

Goal 1: Clint Junior will be a model of high standards for student academic excellence.

Performance Objective 2: All Limited English Proficient students will become proficient and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Evaluation Data Source(s) 2: By May 2020, 70% of LEP students will perform at least at an Advanced or Advanced High rating in the areas of Listening, Speaking, Reading and Writing on TELPAS.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: The campus will continue with high academic standards for students that are limited English proficient so that they can attain proficient or better in Language Arts/Reading and Math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Implement research based strategies and best practices through Fundamental Five and AVID to ensure rigor in classroom for EL students.	Administration, Curriculum Coach, ESL teacher, ESL instructional aide	Increase in rigor which will impact student achievement. Students will show progress as measured by STAAR from their previous year.	80%	80%	40%	
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) EL teachers will implement the use of the English 3D program with EL classes.	Administration, Curriculum Coach, EL Teachers	Students in the EL program that are at the Advanced/ Advanced High levels will become stronger academically so that they are passing TELPAS and STAAR Reading to exit the ESL program.	100%	100%	100%	
3) Testing Materials purchased in order to test EL students for initial placement into the correct program and to test progress for newcomers at the end of the year.	Administration, Personnel trained in testing ELL students	Students will be placed at their correct instructional setting.	100%	100%	100%	
4) Resources, supplies and reading materials will be purchased to assist EL students with language acquisition and fluency in order to improve STAAR results.	Administration, Curriculum Coach, EL teachers	Students will have materials needed to assist in language acquisition and fluency. This should assist in an increase of proficiency levels as measured by TELPAS.	80%	85%	0%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 5) Students receiving English as a Second Language services will be tested in an online setting for unit assessments and CBA's to simulate and prepare for the STAAR exam.	Administration Instructional Aide LPAC Clerk/Aide EL teachers Curriculum Coach	Students will have the opportunities to mirror the STAAR exam throughout the year. Students will become familiar with some of the tools that are available to them on the STAAR exam at the end of the year.	80%	80%	80%	→
TEA Priorities Improve low-performing schools 6) SIOP training of Seidlitz strategies will occur for all teachers through the Curriculum Coach to be implemented in all areas of classroom instruction for second language acquisition.	Administration, Curriculum Coach, Teachers	Teachers will gain the knowledge needed in working with EL students in their content areas.	100%	100%	100%	100%
TEA Priorities Improve low-performing schools 7) Spelling City program will be purchased to increase student reading comprehension and fluency for EL students.	Administration, Curriculum Coach, ESL teacher	The program will assist in vocabulary comprehension which should impact STAAR scores.	0%	0%	✗	✗
8) Audio visual equipment will be purchased for use with EL students to assist with language acquisition.	ESL Teacher	Increase amount of EL students passing the STAAR exams with the use of audio visual equipment.	80%	80%	100%	→
9) Dry erase boards will be replaced in the ESL classroom for student and teacher use for instruction.	ESL Teacher	Dry erase board will be used for station instruction in the ESL classroom to target high need ESL students.	0%	50%	100%	100%
10) Technology equipment, to include laptops, will be purchased for teachers in the ESL program.	ESL Teacher ELLA Teacher Principal Secretary	Teachers will have access to technology for instruction.	0%	0%	0%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Clint Junior will be a model of high standards for student academic excellence.

Performance Objective 3: All Limited English Proficient students will show improvement by 3% in all sections of the STAAR in the 2019-2020 school year in the areas of Reading/ELA, Mathematics, Writing, Social Studies and Science.

Evaluation Data Source(s) 3: All LEP students will show progress in all sections of STAAR in the 2019-2020.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Unable to determine the progress made on the objective due to remote learning situation and waiver of the STAAR exams for the 2019-2020 school year. The campus will continue with the objective for the 2020-2021 academic school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will collaboratively base decisions regarding the use of assessments by data disaggregation and heat maps in order to improve instruction in each content area.	Administration, Curriculum Coach, Teachers	Teachers will focus on areas of need for students and be able to adjust instruction or spiral in concepts for student understanding.	80%	80%	80%	
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will utilize TEKS Resource Instructional Focus Document in all planning and assess students at the end of every three weeks by grade level and content area to better evaluate classroom instruction and student progress.	AdministrationCurriculum Coach, Teachers	Teachers will be provided with data on student achievement levels and understanding of the student expectations for learning. This data will be used to assist in lesson planning and instruction.	80%	80%	85%	
TEA Priorities Improve low-performing schools 3) Title I support instructional aide will be hired to assist with EL students in the ESL classroom and or sheltered instruction setting.	Administration, ESL Teacher	The ESL teacher will have assistance in working with students who are English learners so that differentiation may occur in the class for the different levels of language proficiency.	100%	100%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
4) Students who are receiving ESL services and are struggling with attendance will be monitored, parent contact will be made, student will be placed on an academic contract, tutoring and detention will be issued and/or SAC, home visits will be made by administration and CIS to improve attendance which will improve academic achievement.	Administration, Curriculum Coach, Teachers, Communities in Schools, Counselor, Attendance clerk	Increase in individual student achievement (progress) as well as language proficiency.	70%	75%	80%	



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: Clint Junior will be a model of high standards for student academic excellence.

Performance Objective 4: Clint Junior High School will implement initiatives and strategies which will prepare students to achieve academically in their careers or post-secondary education.

Evaluation Data Source(s) 4: Students will show an improved interest in attaining a post secondary educational and/or career preparation through receiving college readiness strategies in the classroom.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue with performance objective . Clint Junior High School will implement initiatives and strategies which will prepare students to achieve academically in their careers or post-secondary education through the AVID school-wide.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 1) Students will be afforded the opportunity to participate in PreAP classes in English, Math, Social Studies and Science to encourage participation in enriched classes and accelerated curriculum in high school and college.	Administration, Teachers, Counselor, Scheduling Clerk	Students will have the choice to participate in advanced classes. Students will have the rigor needed to prepare them for advanced courses in high school and for college readiness.	100%	100%	100%	
TEA Priorities Connect high school to career and college 2) Students will be exposed to different careers through the Collage and Careers Readiness Class in the 8th grade.	College and Career Readiness Teacher	Students will gain an understanding of the job clusters to assist with their choice of career pathway.	50%	65%	80%	
TEA Priorities Connect high school to career and college 3) Depth of Knowledge, Rigor and AVID strategies will be implemented to assist students in understanding concepts necessary for college readiness.	Administration, Curriculum Coach, Teachers	Increase student college readiness as well as progress in understanding the content for each subject area.	80%	60%	75%	
TEA Priorities Connect high school to career and college 4) 6th grade students will attend the Young Achievers Forum at UTEP to inspire, motivate and educate students on college readiness.	Administration, Counselor	Students will be exposed to college life through the Young Achiever's Forum and UTEP.	0%	0%	50%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Students will attend the Sun Country Science Fair. Transportation and food/snacks will be provided for students who are competing.	Administration, Science Teachers	Students will be able to compete in the Science Fair.	50%	60%	70%	
6) Students will participate in UIL competition. Food/snacks will be provided for students who are competing.	Administration, Curriculum Coach, Teachers, UIL Coordinator	Student's will be able to compete in the UIL competition.	50%	60%	70%	
TEA Priorities Connect high school to career and college 7) Students will be afforded a student planner that will assist in acquiring skills to enhance college readiness (for example: organizational skills, learning strategies and time management).	Administration	Students will have access to an organizational tool that will focus on the AVID strategy of Organization. Students will use the agenda to assist in time-management, homework, daily assignments and reminders so that they are successful all around.	100%	100%	100%	
8) GT students will participate in school organized field trips connected to real world content as well as participate in Destination Imagination activities to include transportation.	Administration, Curriculum Coach, GT teacher	Students will be provided with opportunities to participate in higher levels of engagement and competition.	50%	55%	65%	
9) GT materials, supplies and audio visual equipment will be purchased to enhance the GT program and services for GT students.	Curriculum Coach GT teacher	Students will have access to materials and equipment needed to attain the goals of instruction in the GT program.	80%	100%	100%	
10) Clint Junior will host the UIL competition for 2019-2020 school year which will include providing supplies as needed for event, meals for faculty/staff and awards for students.	Administration UIL Coordinator	UIL competition will run smoothly for all campuses participating. An increased number of students will have the opportunity to compete.	50%	60%	75%	
TEA Priorities Recruit, support, retain teachers and principals 11) AVID team will be sent to summer workshop in June 2020 for school wide implementation of the AVID program.	Administration, Curriculum Coach, Teachers, Counselor	Rigor will be increased across the campus. This will impact student achievement and progress as measured by STAAR.	35%	0%	25%	
TEA Priorities Connect high school to career and college 12) Students will be able to participate in the Robotics team. The robotics team will enter a competition in which they are able to use STEM skills to compete. Transportation and food/snacks will be provided for students who are competing.	Administration, Curriculum Coach, Robotics sponsor	Students will be able to compete among other schools in the area in the area of STEM.	45%	50%	70%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
13) AVID annual membership will be purchased so that there is access to the AVID Library and the resources for implementation in the classroom to promote college and career readiness.	Administration, AVID Elective teacher, AVID Coordinator, Curriculum Coach	Teachers will have access to the library which has resources that can be implemented in all areas to promote college and career readiness.	100%	100%	100%	→
14) Students will be provided the opportunity to attend the Special Olympics and transportation will be provided.	Special Education Teacher, Administration	Students will be able to participate in the Special Olympics.	45%	0%	0%	→
15) Meals and snacks for students participating in Destination Imagination will be purchased.	GT Teacher Destination Imagination Sponsor	Students will be able to participate in the Destination Imagination competition for the full day.	55%	0%	60%	→
TEA Priorities Connect high school to career and college 16) AVID students will participate in school organized field trips to universities or colleges for campus visits. Transportation and food/snacks will be included.	AVID Coordinator AVID Elective Teacher Adminsitration	Students in the AVID elective will gain exposure to universities and colleges for post-secondary plans.	40%	55%	70%	→

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

Goal 1: Clint Junior will be a model of high standards for student academic excellence.

Performance Objective 5: Teachers and students will have access to technology throughout the campus needs assessment to improve overall instruction in the classroom.

Evaluation Data Source(s) 5: Instruction will be enhanced and will show evidence of improvement on state and federal assessments.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Teachers and students will have access to technology throughout the campus to improve overall instruction in the classroom.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Hardware, software and accessories will be purchased in order to better assist students' (Sped, EL, 504) instruction in all core through classroom instruction.	Administration, Teachers	Students will have access to technology in the instructional setting.	0%	0%	100%	
2) Hardware, software and accessories, to include teacher laptops, will be renewed/purchased in order to better assist special population students in all core areas and elective areas through classroom instruction.	Administration, Teachers	Students will have access to technology in the instructional setting. Teachers in special education will have up-to-date technology for instructional use and lesson delivery with special education populations.	0%	75%	90%	
3) StemScopes will be renewed in order to better assist at-risk students' instruction in Science.	Administration, Teachers, Curriculum Coach	Students will have access to resources used for instruction. This will assist in student understanding of concepts.	100%	100%	100%	
4) All students will have access to a Chromebook for instructional purposes in the classroom. (District Initiative)	Administration, Teachers, Librarian	Students will be able to use the technology for classes to include, projects, homework, classwork, research, etc.	100%	100%	100%	
TEA Priorities Build a foundation of reading and math 5) Renaissance computer software will be renewed in order to better assist special population students in the area of reading to enhance learning and improve understanding of content in all core areas.	Administration, Teachers, Librarian	Students and teachers will be able to keep track of their individual reading levels.	50%	100%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Audio and visual equipment will be purchased in order to enhance teacher instruction and improve student learning in all core areas and to improve STAAR scores.	Administration, Teachers	Students will have access through audio and visual equipment to attain the goals of instruction.	0%	0%	50%	
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 7) Web-based programs will be purchased in order to better assist at-risk students' instruction in all core and/or elective areas through classroom instruction with programs such as BrainPop and other library resources. (System Safeguard).	Administration, Teachers, Curriculum Coach, Librarian	Teachers and students will have access to web-based programs that will supplement the teaching and learning. Students will be able to use the programs for targeted areas of need. When assigned the targeted instruction, student mastery should increase in the assigned area of need.	80%	100%	100%	

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

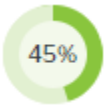
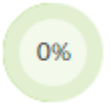
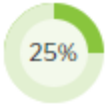
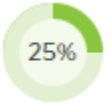
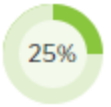
Goal 2: Clint Junior will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: The school will implement and maintain a safe, positive learning environment that encourages success, a high rate of achievement for all students, a decline in discipline referrals and a high rate of attendance for all students.

Evaluation Data Source(s) 1: Students will participate in activities that will help them learn acceptable, safe and healthy social skills while maintaining an attendance rating of at least 98%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: The school will implement and maintain a safe, positive learning environment that encourages success, a high rate of achievement for all students, a decline in discipline referrals and a high rate of attendance for all students.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Students will continue to be encouraged to attend school on a daily basis by providing an environment conducive to learning and by providing incentives (pizza party, Den Day, Dance) for those who master perfect attendance.	Administration, Teachers, Communities in Schools, Counselor, Attendance Committee	Increase in student attendance which will have an impact on increasing student achievement.				
2) Use of activities, special spirit days as well as other incentives for good behavior.	Administration, Teachers, Communities in Schools	Increase in student attendance and a decrease in student discipline referrals which will have an impact on increasing student achievement.				
3) Provide drug prevention presentation throughout the school year and present activities during Red Ribbon Week.	Communities in Schools, Counselor, School Resource Officer	Awareness provided to the students which should result in zero placements at the District Alternative Educational program (DAEP).				
4) Use of honor roll and perfect attendance recognitions, awards assemblies to motivate students toward high achievement and success.	Administration, Scheduling Clerk, Attendance Clerk	Increase in student attendance and student achievement				
5) Provide safe and drug free school assemblies targeting violence prevention, drug use prevention, bullying prevention, suicide prevention, conflict resolution, character building, social-emotional aspects and social skills building.	Communities in Schools, Counselor School Resource Officer	Awareness provided to the students which should result in zero placements at the District Alternative Educational program (DAEP).				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Students will participate in moderate vigorous physical activity as required by Section 28.002(I)	PE Teachers	Students will be aware of healthy choices as well as participate in a program that promotes health through physical activity.	50%	50%	60%	
7) A Special Assignment Classroom (SAC) instructional aide will be hired and utilized to maintain a safe and conducive to learning classroom while students are disciplined under SAC.	Administration, SAC aide	Instructional aide will be able to impact student discipline by mentoring students while they are in the SAC environment and build relationships with them to avoid future placements.	100%	100%	100%	
8) Ice cream social will be used to recognize students for Honor Roll and Perfect Attendance to encourage students to attend school on a daily basis and to do their best in the classroom.	Administration, Scheduling Clerk, Attendance Clerk	Increase in student attendance and student achievement	10%	25%	50%	
TEA Priorities Improve low-performing schools 9) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	Administration, Communities in Schools	Communities in Schools counselor will be able to work with families and students in need through the program. This will assist in providing the needed services and supplies for students. Outside services may be utilized by students and families to meet their basic needs to be successful in the school setting. Counseling services may also be provided to students in need.	100%	100%	100%	
10) Students who have followed campus rules and procedures will be invited to attend an end of the year activity for presenting healthy habits, teamwork and antibullying strategies.	Administration, Teachers, SAC aide Communities in Schools Attendance Clerk	Decrease in students with referrals	0%	0%	20%	
11) A School Safety Plan/Emergency Operations Plan will be reviewed by the campus Safety committee and implemented. This will include: Fire Drill Procedures, Lockdown Procedures, and additional School Safety Protocols.	Administration, Teachers, Safety Committee, Nurse	Provide a safe environment for students, faculty, staff and visitors to the campus.	50%	60%	75%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
12) Student of the Month recognitions will occur. Students will be recognized through announcements, on display, VIP section in Cafeteria and pizza party at the end of each semester.	Administration Office clerks	Increase student pride on campus	15%	25%	40%	
13) Positive Behavior Intervention System will be adopted for the 2019-2020 school year. The campus will utilize the app to monitor and facilitate PBIS.	Administration Teachers	Positive behavior will increase. Discipline referrals will decrease.	0%	0%	30%	
14) At-risk students will attend a field trip to the detention center, courthouse or jail tour.	Administration CIS Coordinator SRO	Increase in positive behavior and a decrease on discipline referrals.	0%	0%	0%	
15) Grade-level discipline meetings will be held at least once a month to review student referrals, consequences and behaviors.	Teachers Administrationx PBIS Committee	Maintain consistency across the campus in the area of discipline.	0%	0%	25%	
16) Social Emotional Training will be provided to teachers, staff and 8th grade students.	Administration Campus Safety Health Advisory Committee Representative	Increase awareness of mental health for student and campus safety	50%	0%	100%	100%

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

Goal 2: Clint Junior will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 2: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Ensure that 100% of students can access Remote Learning programs.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 3: Clint Junior will operate efficiently, being fiscally responsible

Performance Objective 1: Clint Junior High School will ensure it is operated efficiently, being fiscally responsible.

Evaluation Data Source(s) 1: Clint Junior High School will operate efficiently, being fiscally responsible.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Clint Junior High School will ensure it is operated efficiently, being fiscally responsible.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Clint Junior High School will adhere to all budget guidelines and deadlines in order to spend all allocated monies.	Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coach	The budget will be utilized for the campus needs.	25%	35%	50%	→
TEA Priorities Improve low-performing schools 2) Clint Junior High School will maintain an attendance rating of at least a 98% throughout the entire year.	Administration, Teachers, Attendance Clerk, Counselor, Communities in Schools	Increase in student achievement	5%	25%	25%	→
3) Clint Junior High School will verify PEIMS coding data to ensure proper funding of special programs for the campus/district.	Administration, Registrar, GT Coordinator, SpEd teachers, ESL teacher	Funding will be provided based on the individual need of students and the programs that they participate in.	25%	100%	100%	→
4) Clint Junior High School will encourage teachers to turn off their classroom lights when they are not in the classroom.	Administration, Teachers, Office Staff, Custodians Student Council	Increase in awareness of being environmentally friendly and aware of being efficient in the electricity used by the teachers.	0%	0%	0%	✗
5) Clint Junior students will run a recycling campaign for the campus.	Student Council, Student Council Sponsor	Promote awareness of being environmentally friendly	0%	0%	✗	✗
6) Technology equipment, to include laptops, will be purchased for administration to refresh the technology.	Administration	Laptop and other technology equipment will be used for the purpose of instructional support, delivery and maintaining school efficacy.	0%	0%	0%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: Clint Junior will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of the staff employed at CJHS will be highly qualified.

Evaluation Data Source(s) 1: 100% of staff employed will be highly qualified for the 2019-2020 school year with the help from district personnel services.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Ensure that all teachers are certified in the appropriate subject or grade level.	Administration, Human Resources for the District	Teachers will be highly qualified in the areas of instruction.	100%	100%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals 2) Schedule and conduct monthly PLC dedicated to data disaggregation for staff members on implementation of TEKS at the proper depth and complexity.	Administration, Teachers, Curriculum Coach	Teachers will be able to break down the data and use it through PLC to assist in instruction and planning to impact student achievement and teacher growth.	20%	50%	55%	
TEA Priorities Recruit, support, retain teachers and principals 3) Monies will be used to build capacity of teachers through professional development in areas to include but not limited to, Fundamental Five National Conference, AVID workshops and Teambuilding.	Administration, Teachers, Curriculum Coach	Teachers will be trained in areas of need for teacher growth. This will be turned around in the classroom to provide quality instruction.	15%	50%	65%	
4) Teacher and Employee of the month will be implemented to acknowledge teacher's efforts and dedication to student success and the campus.	Administration, Teachers	Increase in campus morale.	15%	30%	50%	
5) SPED teachers will be afforded the opportunity to attend staff development trainings to enhance their instruction in the classroom.	Administration, SpEd Teachers	Teachers will be trained in areas of need for teacher growth. This will be turned around in the classroom to provide quality instruction.	15%	25%	55%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 6) Monies will be used to build capacity of teachers through professional development. PD will provide teachers the necessary tools to deliver instruction to at-risk students in core subjects that will enhance knowledge and skills contained in the TEKS and to meet the state requirements (STAAR) state assessments.	Administration, Teachers, Curriculum Coach	Teachers will be trained in areas of need for teacher growth. This will be turned around in the classroom to provide quality instruction.	0%	10%	0%	
7) Administration will attend the "Bridges to Success " Middle School Conference at Region 19 and bring back the training to the campus.	Administration	Increase the overall capacity of the leadership team (and teachers) in dealing with middle school issues such as chronic absenteeism, struggling academics and behavioral issues.	0%	100%	100%	

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

Goal 4: Clint Junior will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: School administration and district personnel will provide professional development to the staff in content areas as needed.

Evaluation Data Source(s) 2: All school personnel will show evidence of attending staff development by implementing the knowledge acquired in their instructional day-to-day dealings with students, parents, other school personnel and the community.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: School administration and district personnel will provide professional development to the staff in content areas as needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Teachers will attend staff development provided by district personnel on technology implementation in the classroom.	Administration, Teachers, Curriculum Coach	We should see an increase of purposeful technology use for instruction in the classroom.	0%	40%	45%	
TEA Priorities Recruit, support, retain teachers and principals 2) All teachers will receive the required GT 6-hour update through professional development provided by either the campus or district.	Administration, Teachers, Curriculum Coach	Teachers will be able to complete their GT 6 hour update through the Teaching and Learning Expo so that they are able to implement strategies that will target students that are coded as GT.	0%	100%	100%	
TEA Priorities Recruit, support, retain teachers and principals 3) All teachers will receive professional development on addressing Special Education students to include, modifications and accommodations.	Administration, Teachers, Curriculum Coach, SpEd Teachers	Teachers will gain an understanding of what students in special education need as identified through their Individualized Education plan.	10%	30%	50%	
TEA Priorities Recruit, support, retain teachers and principals 4) Counselor will obtain staff development through different organizations (BER, Region 19, etc.) on a variety of topics.	Administration, Counselor	By attending the professional development, the counselor's tool box will be increased so that he is up-to-date in working with students who may need services.	10%	35%	60%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 5) Administration will attend professional development throughout the year to improve leadership and instructional skills, to include but not limited to professional development areas of STEM, AVID, Fundamental Five and Lead4Ward.	Administration	Build capacity of leadership on campus to bring back to the campus for effective instruction and implementation of programs.	10%	50%	0%	
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Teachers will attend various Professional Development to improve student success on Social Studies, Science, Math or English Language Arts assessments.	Administration, Teachers, Curriculum Coach	Increase teacher's toolbox for effective instruction in their content areas. This will in turn affect student achievement and understanding of concepts.	5%	15%	0%	
TEA Priorities Recruit, support, retain teachers and principals 7) Curriculum Coach will attend various staff development training to be implemented with the teachers on campus. Curriculum Coach will focus on training that will target areas of need such as ELL, SpEd, ELAR, Math, Science, SS, Reading and Writing.	Curriculum Coach	Building capacity in the curriculum coach so that she is able to assist teachers and students in effective instruction.	10%	40%	50%	
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 8) AVID strategies will be implemented into the campus and an AVID team will be sent to summer workshop for school wide implementation to include administration.	Administration, Teachers, Curriculum Coach, Counselor	Building capacity of the campus in AVID strategies. Teachers will attend the summer workshop so that they are trained in the foundation and correct implementation of the AVID strategies within their scope for student achievement.	15%	25%	45%	
TEA Priorities Recruit, support, retain teachers and principals 9) Counselor will obtain staff development to support AVID and STEM on the campus.	Administration, Counselor	Building capacity of the campus in AVID strategies. The counselor will attend the summer workshop so that they are trained in the foundation and correct implementation of the AVID strategies within their scope for student achievement.	100%	100%	100%	100%
10) Professional Development for ESL teacher will be provided to strengthen best practices and instruction in the classroom with EL students.	ESL Teacher	Increase in rigor of lessons, classroom management practices and an overall increase in scores on the state exams.	15%	50%	0%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 11) Dance Teacher will attend a conference to update techniques, styles and teaching in the area of Dance.	Dance Teacher Administration	Dance Teacher will keep up to date with areas affecting dance. This will assist with the newly campus dance team.	5%	55%	100%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 5: Clint Junior will include parents, community and business members in the education of all students.

Performance Objective 1: The campus will involve parents in social and academic opportunities and or experiences so that an effective (parent, school and student) relationship is developed.

Evaluation Data Source(s) 1: The school will increase the number of parents participating in parental involvement activities and will show evidence through the Clint ISD Parent Survey.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: The campus will engage parents in social and academic opportunities and or experiences so that an effective (parent, school and student) relationship is developed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Inform parents of their students' grades and absences, teacher messages and upcoming events through parent contact. Translation services will be available for parents that need.	Administration, Teachers, Counselor	Increase communication with parents on student progress and events occurring on the campus that would affect their children.	10%	40%	55%	
2) Inform parents of campus goals in regards to state and federal assessment mandates through parent meetings and flyers. Communication will be sent in English and Spanish.	Administration, Counselor	Increase in parent/school communication and increase the amount of involvement occurring on the campus by parents	10%	50%	60%	
3) Open house, parent/teacher nights will be conducted once a semester. Translation services will be available for parents that need.	Administration, Teachers	Increase in parent/school communication and awareness of student's academic progress	0%	50%	55%	
4) Include parents in the development of parent and family engagement policy. Translation services will be available for parents that need.	Administration, Counselor, Communities in Schools	Increase in parent/school communication and increase the amount of involvement occurring on the campus by parents	50%	75%	100%	
5) Supplies will be purchased for parents and will be used during parental trainings on campus.	Administration, Communities in Schools, Counselor	Increase in parent/school communication and increase the amount of involvement occurring on the campus by parents	0%	25%	45%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Provide parents/guardians with parenting classes to provide instructional strategies they may use with their children at home. Translation services will be available for parents that need.	Administration, Counselor, Communities in Schools	Provide opportunities for parent outreach and educational programs to assist them in working with their child at home.	10%	0%	45%	
7) Provide snacks for parenting classes and trainings.	Administration, Counselor, Communities in Schools	Increase the amount of parents attending training on campus.	0%	0%	50%	
8) Use of Sky Alert District System to call parents and keep them informed on upcoming activities. Communication will be in English and Spanish.	Administration	Increase the communication and information going out to parents so that they are aware of what is occurring on the campus.	20%	40%	55%	
9) Use social media to inform and keep community informed of up-coming school events. Communication will need to be provided in English and Spanish.	Administration, Personnel in charge of campus website	Increase the communication and information going out to parents so that they are aware of what is occurring on the campus.	20%	40%	55%	
TEA Priorities Connect high school to career and college 10) The campus will host a Career Fair in the first semester by seeking out areas of student interest based on student survey,	Communities in Schools Administration Counselor	Students will have representation of areas of interest for post-secondary interests.	40%	100%	100%	
11) Reading materials will be purchased for parents as a resource to be able to help their students at home.	Counselor Administration	Parents will have a better understanding of how to work with their children at home in support of their academics.	0%	0%	30%	
12) Provide the opportunity for parents to attend the Parent family Engagement Conference in March 2020.	Counselor CIS Coordinator	Parents will be able to attend the conference to provide them with strategies and information that affect their students.	0%	0%	0%	

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

Clint Independent School District

East Montana Middle School

2019-2020 Formative and Summative Reviews

Accountability Rating: C

Distinction Designations:
Academic Achievement in Social Studies

Mission Statement

In partnership with parents, teachers, and the community, our mission is to develop and prepare students to be critical thinkers, problem solvers, and life long learners so that they are ready for the post-secondary challenges of college or career paths.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Prepare students to be lifelong learners who are ready for the post-secondary challenges of college or career paths.

Campus Goals

1. EMMS will be a model of high standards for student academic excellence.

2. EMMS will ensure ensure a safe, well disciplined, positive learning environment for all students.

3. EMMS will operate efficiently, being fiscally responsible.

4. EMMS will provide a working and nurturing environment of high quality, as well as high expectations for teachers and staff through intensive professional development.

5. EMMS will engage parents, community and business members in the social and academic education of all students.

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Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 1: Increase the number of students approaching, meeting, and mastering grade level standards in the Reading, Math, Writing, Social Studies, and Science STAAR assessments by 5% by May 2020

Evaluation Data Source(s) 1: April and May 2020 STAAR Scores on Reading, Math, Writing, Social Studies, and Science.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID 19 closing down the schools in Texas, TEA cancelled all STAAR assessments for the 2019-2020 school year. We are unable to review STAAR data for this school year. Continue to focus on improving the first teach in order to reduce the amount of reteaching and tutoring needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Improve low-performing schools 1) Teachers in all content areas will implement best practices in order to impact student learning such as high level questioning, comprehension strategies, vocabulary concepts, Fundamental Five Model, Frayer model, Seidlitz, AVID strategies, and Lead4Ward planning strategies and playlist.	Teachers, Curriculum Coach, Administrators	Improve student performance on Common Assessments, District Benchmarks, STAAR Assessments, and Unit Assessments.	40%	55%	70%	100%
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 2) Lesson planning is guided by data disaggregation of 3-6-9 Assessments, Interim Assessments, District CBA's and reviewing performance indicators and the TEKS Resource System to determine content specificity and lesson plan alignment, instructional strategies, assess students, and provide interventions..	Teachers, Curriculum Coach, Administrators	Improve student performance on Common Assessments, District Benchmarks, STAAR Assessments, and Unit Assessments. Lesson plan alignment with state standards. Effective lesson plans are designed due to analysis of data.	50%	65%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 3) Implementation and emphasis on reading programs such as IXL, Dreamworks, Imagine Learning, and iStation in order to improve reading proficiency, reading comprehension skills, fluency skills, and language acquisition..	Teachers, Curriculum Coach, Administrators	Improvement in Reading comprehension, fluency, and proficiency.	35%	50%	75%	100%
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 4) Implementation of Best Practices included but not limited to creating question stems to accommodate student needs, academic word walls to reinforce vocabulary instruction, write to develop life-long writing skills, collaborative groups to support speaking and listening skills as well as deepen comprehension.	Teachers, Curriculum Coach, Administrators	Improvement in performance in Common Assessments, Unit Assessments, District Benchmarks, STAAR Assessments	50%	60%	80%	100%
TEA Priorities Recruit, support, retain teachers and principals 5) Implementation of Instructional Rounds and Learning Walks to monitor best practices and instructional strategies.	Teachers, Curriculum Coach, Administrators	Teacher Self-Reflection, Improved instruction, increase in student engagement and student achievement	25%	75%	85%	100%
Comprehensive Support Strategy 6) Teachers will implement nonfiction and fiction reading materials to help students increase their ability to make inferences, draw conclusions about text patterns and features, and develop an understanding of text evidence.	Teachers, Curriculum Coach, Administrators	Improvement in Reading scores	55%	65%	90%	100%
Comprehensive Support Strategy 7) AVID Strategies such as WICOR, Socratic Seminar, critical reading, Student binders, writing for learning, and organizational skills will be implemented school-wide.	Teachers, Curriculum Coach, AVID Site Team, Administrators	Improvement in Reading and Writing proficiencies.	25%	50%	65%	
8) AVID College Tutors will be hired to provide support during the instructional day for AVID students.	AVID Coordinator, AVID Elective Teacher, Administrators	Improvement in STAAR Scores, Benchmark scores, and Unit/Common Assessments	50%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
9) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 2: Increase the number of students in the subgroups of EL, SPED, At-Risk, and Economically Disadvantaged performing at the approaching, meeting, and mastering grade level standards in the Reading, Math, Writing, Social Studies, and Science STAAR assessments by 5% by May 2020.

Evaluation Data Source(s) 2: April and May 2020 STAAR sub-group scores in Reading, Math, Writing, Social Studies, and Science STAAR assessments.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID 19 closing down the schools in Texas, TEA cancelled all STAAR assessments for the 2019-2020 school year. We are unable to review STAAR data for this school year. Continue to focus on improving the first teach in order to reduce the amount of reteaching and tutoring needed. Continue to focus on improving the percentage of students reaching the meets and masters grade level on STAAR.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 1) Provide At-Risk, EL, SPED, and economically disadvantaged students with additional academic support through tutoring, support programs, Saturday school, Transformation Fridays, Intersession and interventions for content content areas, to include transportation to and from students' homes.	Teachers,Curriculum Coach, Administrators	Improved performance in class and on STAAR assessments.	35%	60%	80%	
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 2) Tutoring/Intervention of EL and SPED students for language on specific ELAR/reading TEKS to reinforce reading comprehension skills and vocabulary which will include transportation to and from students' homes.	Teachers, Curriculum Coach, Administrators	Improved reading proficiency and improved performance on common assessments, unit assessments, district benchmarks, and STAAR assessments.	35%	60%	75%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 3) Reading and supplemental materials will be purchased in order to close the achievement gap of At-Risk, EL, SPED learners and improve STAAR Scores.	Teachers, Curriculum Coach, Administrators	Improved reading proficiency and improved performance on common assessments, unit assessments, district benchmarks, and STAAR assessments.	30%	60%	90%	100%
Comprehensive Support Strategy 4) Instructional supplies, textbooks, dictionaries and materials will be purchased to help EL, SPED, AVID, At-Risk students excel in all core content subject areas (to include Math, Science, Social Studies, and ELAR) trough supplemental activities.	Teachers, Curriculum Coach, Administrators, AVID Site Team	Improvement in Common Assessments, Unit Assessments, District Benchmarks, and STAAR assessments.	35%	70%	90%	100%
Comprehensive Support Strategy 5) Science, Social Studies, Math, Reading, Writing Materials will be purchased in order to close the achievement gap of At-Risk, EL, SPED learners, and improve STAAR scores.	Teachers, Curriculum Coach, Administrators	Improved STAAR scores for Special Population students.	50%	65%	90%	100%
Comprehensive Support Strategy 6) Supplemental support materials will be purchased in order to close the achievement gap of At-Risk, EL, and SPED learners in all content areas and improve achievement and preparedness for high school/college.	Teachers, Curriculum Coach, Administrators	Improvement on Common assessments, unit assessments, district benchmarks, and STAAR scores.	50%	70%	90%	100%
7) General supplies and materials will be purchased to help students receiving special education services excel in core subject areas.	Teachers, Curriculum Coach, and Administrators	Improvement on Common assessments, unit assessments, district benchmarks, and STAAR scores. Decrease in failure rates each nine weeks.	50%	75%	90%	100%
8) Student training that can relate to our student needs will be contracted in order to increase student motivation, self-confidence, and achievement.	Teachers, Administrators	Improvement in student performance on assessments and in class.	20%	55%	75%	100%
TEA Priorities Build a foundation of reading and math 9) TI- Nspires and TI- 108 will be purchased to assist Math, Science and Algebra 1 students with understanding concepts. Algebra 1 is the basis for higher levels of math through college readiness.	Math Teachers, Algebra Teacher, Administrators, Curriculum Coach	Increase in Algebra EOC scores. Increase in Math STAAR scores. Increase in understanding and building a foundation for math concepts that will extend through college readiness.	5%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished


= Continue/Modify



= No Progress


= Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 3: All students will receive the additional assistance such as tutoring, Saturday camps, targeted interventions needed to progress academically and pass each portion of the STAAR at the approaches, meets, and master's level standards.

Evaluation Data Source(s) 3: STAAR scores, CBA scores, unit assessment scores

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Although students did not take the STAAR this school year due to COVID 19, students did receive strategic interventions during the school year to prepare them for the year of assessment.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
ESF Levers Lever 5: Effective Instruction 1) Teachers will analyze student data using Lead4Ward tools and Eduphoria tools in order to respond to student needs through targeted interventions, tutoring groups, lesson plans, differentiation of instruction,	Teachers, Curriculum Coach, Administrators	Creation of a data driven culture, effective PLC's, grades, test scores.	35%	55%	70%	100%
ESF Levers Lever 5: Effective Instruction 2) Teachers, administrators, and counselors will evaluate student data to create interventions that allow for student success at their appropriate grade level. Students that have been retained in previous grade levels that display grade level readiness will be assessed in order to determine appropriate grade level placement/promotion.	Teachers, Counselors, Administrators	Students are successful at their appropriate grade level.	50%	65%	75%	100%
3) Identify struggling students and implement the RTI process for both academic and behavioral deficiencies to increase the opportunity for all students to meet academic achievement standards through early identification of students whose academic and/or behavioral needs place them at risk.	Teachers, RTI Committee, Administrators	Improvement in academic performance of At-Risk students.	25%	40%	55%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 4: ELL students will receive language acquisition support in all of their classes.

Evaluation Data Source(s) 4: Imagine Learning Reading levels,

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: 7th and 8th grade EL students will be enrolled in an ELLA course to support language acquisition.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Teachers will implement the principles of Sheltered Instruction, Seidlitz strategies, and Imagine Learning in classrooms that have EL students in need of language acquisition support to include Academic Vocabulary, Promotion of language and literacy with all content areas, scaffolding for students all all language levels.	Teachers, Curriculum Coach, Administration	Increase achievement rates of ELL students in all content areas.	35%	55%	80%	100%
Comprehensive Support Strategy 2) EL Teachers implement a Writing Literacy Center and Writing Portfolios for all EL students 6-8 in order to gain writing practices for communication skills in the present, future, and workforce.	ESL Teachers, Curriculum Coach, Administrators	Improved academic achievement for ELL students.	20%	45%	75%	→
Comprehensive Support Strategy 3) Teachers will receive professional development and continuous coaching and support on Seidlitz Educational Strategies and English 3D.	Teachers, Curriculum Coach, Administrators	Improvement in ELL students with language acquisition in order succeed academically.	15%	40%	75%	→



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 5: EMMS will provide instruction through the GT program, during school and through extra curricular activities for all identified GT students to enrich and enhance their learning.

Evaluation Data Source(s) 5: Lesson plans, master schedule, DI, GT extra-curricular activities

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide GT Coordinator the ability identify students as gifted and talented in order to provide services.	GT Coordinator, GT Teachers	Identification of GT students on a timely manner and provide services.	80%	100%	100%	100%
2) Provide GT services to GT students through enrichment classes and the Destination Imagination Program with supplies to include but not limited to paint, markers, yarn, butcher paper, poster boards, pencils, printers, technology equipment, and reading materials to be used to enhance and reinforce learning with real world applications and higher order thinking kills.	GT Coordinator, GT Teachers, Administrators	Increased participation of GT students in specialized programs.	85%	90%	100%	100%
3) GT students will be provided with the opportunities to travel to extracurricular events such as DI competition and on field trips to compete as a group and acquire learning experiences in different locales.	GT Coordinator, GT Teachers, Administrators	Increased participation of GT students in specialized programs and local competitions. Increase in GT students achieving at Masters Level on STAAR	25%	25%	50%	100%
4) Provide GT students with travel opportunities, dues/fees, shirts, and food required to participate in competitions.	GT Coordinator, GT Teachers, Administrators	Increased participation of GT students in specialized programs and local competitions. Increase in GT students achieving at Masters Level on STAAR	5%	10%	60%	
5) Provide an advanced, challenging, and differentiated curriculum that enhances all GT students' strengths and talents.	GT Coordinator, Teachers, GT Teachers, Curriculum Coach, Administrators		60%	80%	100%	100%
6) Provide testing materials such as the NNAT to the GT Coordinator in order to facilitate the ability to identify GT students at EMMS.	GT Coordinator, GT Teachers, Administrators	Identification of GT students documentation	5%	5%	50%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 6: EMMS will provide Special Education students opportunities to learn necessary life skills to ensure independence and transition to adult living.

Evaluation Data Source(s) 6: IEP Goals and objectives

Summative Evaluation 6: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Incorporates visuals, manipulatives, reading, writing, and math materials, purchase ink for student projects, and purchase home products to assist students with special needs to reach their optimal potential through small group life skills instruciton.	Special Education Teachers, Administrators	Ensure IEP Goals and Objectives are met.	70%	75%	100%	100%
2) Maintain and update technology used by SPED students and teachers to support student achievement.	Special Education Teachers, Administrators	Documentation from IEPs and ARDs	80%	85%	100%	100%
3) Materials will be purchased for hygienic use to prevent the spread of airborne illness and to provide adequate medical attention in the DSC Unit.	Special Education Teachers, Nurse, Administrators	Minimize student and teacher illness. Effective medical attention administered in the DSC Unit.	90%	100%	100%	100%
4) Provide services and accommodations as needed for students who may be eligible under Section 504.	504 Committee Administrators	Ensure identification of students and accommodations are provided.	70%	80%	100%	100%
5) Identify through 504, students with dyslexia or a related disorder and provide appropriate instructional services and accommodations are provided.	Dyslexia Teacher, Administrators	Accommodations followed for each student. Development of a master schedule that supports the Dyslexia program.	80%	85%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 7: EMMS will provide all students learning opportunities to enrich and enhance academic achievement.

Evaluation Data Source(s) 7: attendance rates, STAAR performance, CBA performance

Summative Evaluation 7: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide students opportunities to go on field trips that support instructional goals and prepare students to be college ready in order to extend their learning outside the classroom. (i.e. UIL snacks and travel)	Teachers, Administrators, Counselors, AVID Site Team	Support of a nurturing environment and high quality educational experiences.	55%	70%	80%	100%
2) Staff will increase the rigor of assignments and assessments in every content area while providing student support by implementing the tools from Lead4Ward, AVID/WICOR, and Seidlitz.	Teachers, Administrators	Evidence found in lesson plans, PLC agendas and minutes, student academic achievement.	50%	60%	65%	→
TEA Priorities Improve low-performing schools 3) Teachers will implement the Fundamental Five in order to increase higher levels of student engagement during class.	Teachers, Curriculum Coach, Administrators	Engaging lessons are planned and implemented. Student success increased.	55%	65%	90%	100%
TEA Priorities Connect high school to career and college 4) A Robotics program will be budgeted and supported in order to provide students with materials, supplies, registration fees, transportation fees, equipment, t-shirts, and hospitality.	Competition Opportunities Lesson Plans	Students will be prepared to qualify for state meet.	60%	75%	100%	100%

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

Goal 1: East Montana Middle School will be a model of high standards for student academic excellence.

Performance Objective 8: EMMS teachers and students will receive access to technology to support instruction and learning on and off campus through face to face and remote learning.

Evaluation Data Source(s) 8: STAAR performance, lesson plans, passing rates

Summative Evaluation 8: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Hardware (Chromebooks), Software, and accessories will be purchased in order to better assist students including those in Special Education, EL, 504, and economically disadvantaged during instruction in all core areas by providing student classroom access in order to support student literacy.	Teachers, Curriculum Coach, Administrators	Student academic achievement, improvement in assessment data				
2) Web-based programs including, but not limited to STEM Scopes, Reading IXL, iStation, Quizlet, Pear Deck, Nearpod, etc. will be purchased in order to better assist students in all core areas through classroom instruction to support achievement on STAAR test.	Teachers, Administrators, Budget clerk	Improvement in student achievement in all content areas and on STAAR assessments				
3) Technology equipment, technology accessories, surround systems, system equipment and consumable equipment will be purchased in order to better assist students including those in Special Education, ELL, 504, economically disadvantaged, and GT programs during instruction in all core and elective areas by providing student classroom and library access to technology.	Teachers, Librarian, Budget Clerk, Administrators	Improvement in student achievement in all classes each nine weeks.				
4) Audio visual equipment and Technology equipment, technology accessories,to include, but not limited to Laptops, printers and Infocus J Touch Televisions, hot spots, and magic boxes for interactive lessons will be purchased to support classroom instruction and remote learning, presentations, and projects. in elective classrooms and core content classrooms.	Teachers, Curriculum Coach, Budget Clerk, Administrators	Improvement in student achievement in all classes each nine weeks.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Provide opportunities for At-Risk students to interact individually with software programs designed to support language acquisition and reading and math skill attainment with programs such as Imagine Learning and iStation.	Teachers, Administration	Improvement in student achievement in all classes each nine weeks.	40%	50%	90%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 2: East Montana Middle School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: EMMS will implement and maintain a safe and positive learning environment that encourages success, a high rate of achievement for all students, a decline in discipline referrals, a decrease in bullying incidents, and an attendance above 97%.

Evaluation Data Source(s) 1: PBIS documentation, attendance rates, bullying incidents, referral reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Focus on maintaining 97% attendance rate.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide individualized and group counseling for students identified as At-Risk.	Teachers, Counselors, Administrators	Improvement in student performance each nine weeks.	35%	60%	75%	100%
2) Counsel with any student who fails a core subject class during each three week grading period.	Teachers, Counselors, Administrators	Improved school performance each 3 weeks.	35%	50%	75%	100%
3) Place students in Transformation Fridays or Lunch Bunch for incomplete assignments until the work gets completed and the student meets passing standards in order to reduce the number of failures during each six-week period.	Teachers, Counselors, Administrators	Improved school performance each 3 weeks.	30%	50%	80%	100%
4) Students will be knowledgeable of the district campus code of conduct and acceptable use of technology policies through classroom presentations and whole group presentations.	Teachers, Administrators	Decrease in the number of student discipline referrals.	50%	90%	100%	100%
5) Use of dances, special spirit days as well as other incentives for good behavior.	Teachers, Counselors, CIS, PBIS Committee,	Decrease in the number of student referrals. Increase in positive referrals.	25%	60%	80%	100%
6) Create drug prevention presentations throughout the school year and present activities during Red Ribbon Week.	Teachers, Counselors, Administrators, CIS, SRO	Decrease in number of student discipline referrals.	25%	50%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) PBIS Point Software use for recognize Perfect Attendance, Positive Behavior. Honor Roll incentives and Academic Awards Night to motivate students toward high achievement and success.	Administrators, Office Staff, Committee Members	Increase in the number of students on the honor roll, attendance rate, decrease in discipline refferals.	25%	50%	75%	
8) Teachers will follow the Positive Behavior Intervention and Supports system in order to maintain a classroom conducive to learning and open communication with students and parents/guardians regarding student behavior.	Teachers, Administrators, PBIS Committee	Decrease in the number of student discipline referrals, increase in positive parent communication.	15%	30%	75%	
9) Provide safe and drug free school assemblies targeting violence prevention, drug use prevention, conflict resolution, character building, leadership development, and social skills building (including harassment and dating violence prevention).	Counselors, Administrators, CIS, SRO	Decrease in the number of student discipline referrals.	10%	40%	75%	100%
10) Students will participate in moderate vigorous physical activity as required by Section 28.002 (I).	P.E. Teachers, Coaches, Administrators	Students will successfully participate in physical education activities as evidenced by good grades and the Fitness Gram.	60%	85%	100%	100%
11) Special Assignment Classroom (SAC) instructional aide will be hired and utilized to maintain a safe classroom which is conducive to learning while students are disciplined under In-School Suspension.	SAC Aide, Administrators	Students will complete their work in a timely manner while placed in SAC. Work will be turned in to the student's teachers efficiently.	100%	100%	100%	100%
12) Provide incentives such as ice cream socials, pizza parties, candy, popcorn distribution for students with perfect attendance and Honor Roll.	Office Staff, Administrators	Increase in the attendance rates and student grades.	20%	45%	90%	100%
13) Provide students with opportunities to explore post-secondary academic opportunities and career options.	Counselors, AVID Site Team, Administrators	Support of student personal graduation plans.	45%	50%	100%	100%
14) Hire a Communities in Schools coordinator to provide: -College and career readiness including pre-employment preparation -Enrichment activities such as health and human services, mental health, and basic needs -Support the MicKinney Vento Grant activities -Parent and family engagement including home visits -Parent and family cases in a variety of topics to support the needs of our community -Guide the Volunteer Program at EMMS	CIS, Administrators	Tutoring logs, student referral logs, parent sign-in sheets, counseling records, parent night presentations, home visit logs, parent classes agendas and sign-in sheets	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
15) Provide students opportunities to go on field trips that support instructional goals and college and career readiness and awareness.	Teachers, Counselors, Administrators	Lesson Plans tied to field trips	50%	50%	70%	100%
16) Provide an opportunity for 5th grade students to get to know the building in order to facilitate the transition to middle school through a 5th grade orientation.	Counselors, Administrators, Teachers	Improved 5th grade transition to middle school	0%	0%	100%	100%
17) Provide opportunities for 8th grade students to learn about the programs at CISD high schools and visit the campuses and participate in "Pup Camps."	Teachers, Administrators	Students will be "Ready by 9" and successfully transition to high school.	0%	50%	100%	100%
18) A "Character Counts" program will emphasize good citizenship, responsibility, caring, trustworthiness, fairness, respect, perseverance, self-discipline and will address bullying to help students develop good morals and ethics to small groups of students in order to be more effective.	Counselors, CIS, Teachers, Administrators	Students making better decisions that lead to positive behavior.	45%	55%	80%	100%
19) Students will have an opportunity to participate in activities to enhance their middle school experience in the fine arts area such as Dance, Choir, Band, and Art to include travel to competitions and fees.	Fine Arts Teachers, Administrators		45%	60%	75%	→
20) Purchase general supplies for elective courses such as Health, Spanish, Choir, Art, Journalism	Elective Teachers, Administrators	Enhance the middle school experience for students.	40%	60%	100%	100%
21) Provide supplies and professional development for the nurse in order to ensure students are safe and healthy.	Nurse, Administrator		50%	70%	100%	100%

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

Goal 2: East Montana Middle School will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 2: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: East Montana Middle School will operate efficiently, being fiscally responsible

Performance Objective 1: Campus personnel will be trained on and follow all district purchasing guidelines.

Evaluation Data Source(s) 1: Purchase orders, requisitions, work orders, training logs, agendas, sign-in sheets

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Staff will be trained on district purchasing guidelines and purchases will be monitored to ensure guidelines are followed. Deadlines will be established during the fall by administration.	Principal Budget Clerk Teachers Head Custodian	Purchase requisitions are accurately submitted in a timely manner. Purchasing calendar is adhered to	90%	100%	100%	100%
2) Stipends, extra duty, and personal action forms will be submitted in a timely manner.	Principal Budget Clerk	Submission calendar followed	50%	85%	95%	100%
3) Campus administration will review purchases to ensure they are reasonable and necessary.	Principal Budget Clerk	Purchase requisitions	50%	60%	100%	100%
4) Monitor resource allocation to ensure materials and supplies are used for instructional purposes.	Principal Assistant Principal	Walkthroughs Supply inventory	40%	65%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: East Montana Middle School will provide a working and nurturing environment of high quality, as well as high expectations for teachers and staff through intensive professional development

Performance Objective 1: 100% of EMMS staff employed will be highly qualified in accordance with ESSA.

Evaluation Data Source(s) 1: Human Resources, certification records, staff records of qualifications

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Ensure that all teachers are certified in the appropriate subject or grade level.	Administrators District Personnel Services	100% of teachers are highly qualified	100%	100%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals 2) Professional development opportunities will be provided to build capacity of teachers, administrators, nurse, and counselors.	Teachers SPED Teachers Administrators Curriculum coach Librarian Counselors Nurse	Implementation of learned strategies in all learning environments as seen through lesson plans, classroom observations, and student support services.	55%	65%	85%	100%
3) Schedule and conduct periodically professional development on data disaggregation for staff numbers on implementing of the TEKS at the proper depth and complexity.	Teachers Administration Curriculum Coach	Evidence of implementation through walkthroughs	50%	65%	80%	100%
4) Provide training on reading strategies and writing across the curriculum.	Administrators Curriculum Coach District Instructional		30%	60%	80%	100%
5) Provide first and second year teachers with the appropriate teacher mentor. Provide new teachers with a New Teacher Collaboration Program to provide support in instruction, classroom management, and curriculum.	Administrators, District Personnel Services	Effective implementation of District New Teacher Center program; increase in teacher retention rates.	30%	65%	85%	100%
6) Provide ongoing professional development in the areas of Reading IXL, Istation, Fundamental Five, Lead4Ward, AVID, lesson planning, Seidlitz, and technology in order to strengthen the teacher tool box.	Curriculum Coach, Teachers, Administrators	Improved implementation of effective instructional practices.	30%	50%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Provide professional development opportunities to attend professional conferences such as Lead4Ward, Rigor, Relevance and Relationships and summer institutes for AVID Site Team Support.	Administrators, Teachers, AVID Site Team	Effective campus-wide implementation of AVID strategies as evidenced in walkthroughs, instructional rounds, and blitzes	25%	55%	90%	
8) Teacher of the month will be implemented to acknowledge teachers' efforts and dedication to their students and the campus.	Teachers, Administrators	Improved morale	15%	40%	80%	100%
TEA Priorities Recruit, support, retain teachers and principals 9) Administration will have the opportunity to attend professional conferences in order to improve leadership and instructional skills.	Administrators	Training implementation on campus	30%	50%	100%	100%

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

Goal 4: East Montana Middle School will provide a working and nurturing environment of high quality, as well as high expectations for teachers and staff through intensive professional development

Performance Objective 2: EMMS Teachers will receive Professional Development in the areas of Lead4Ward instructional and data tools, WICOR, and Seidlitz.

Evaluation Data Source(s) 2: Lesson Plans, Walkthroughs, T-TESS

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will attend campus and district Professional Activities to include but not limited in the areas of Lead4Ward, Fundamental Five, WICOR, Seidlitz, SPED, EL, GT,.	Administrators Curriculum Coach Lesson Plans Walkthroughs T-TESS	Increase in instructional rigor	30%	50%	90%	100%
2) Teachers and administrators will attend conferences in the following areas: RRR, AVID, SPED, GT, ESL, Leadership Conferences, Curriculum Based Conferences, CAST Conference, Electives Focused Conferences, PBIS Conferences.	Lesson Plans, Leadership effectiveness, Rigor in the classroom Lesson Plans, walkthroughs, T-TESS, T-PESS	increase in the level of rigor, increase in relationship building, improvement in culture and climate of school	25%	50%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: East Montana Middle School will provide a working and nurturing environment of high quality, as well as high expectations for teachers and staff through intensive professional development

Performance Objective 3: EMMS teachers and administrators will engage in Professional Development to enhance collegiality and teamwork

Evaluation Data Source(s) 3: walkthroughs, T-TESS, T-PESS

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers and administrators will engage in book studies with books such as 212 degrees, What Postiive Teams Do, Fundamental Five.	Administrators Curriculum Coach Lesson Plans Walkthroughs PLCs	Improvement in culture and climate, teamwork, instructional rigor.	75%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: East Montana Middle School will engage parents, community and business members in the social and academic education of all students.

Performance Objective 1: East Montana Middle School will engage parents in social and academic opportunities and/or experiences so that an effective parent/school/community relationship is developed and maintained.

Evaluation Data Source(s) 1: Calendar of events and activities, meeting agendas, sign-in sheets, programs, Clint ISD Parent Survey

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Inform parents of their child's academic progress, absences, teacher messages, and upcoming events through a variety of means of parent contact.	Administrators, CIS, Counselors, Office Staff	Increase in attendance and academic performance. Evidence through phone logs, sign-in sheets, progress reports, report cards, call outs, Skyward Parent Portal	25%	50%	100%	100%
2) Provide parents the opportunity to attend presentations on academics, post-secondary education and positive youth development on campus and at the Region 19 Parental Engagement Conference and the state parental engagement conference in Houston.	Administrators, Counselors, CIS, Teachers	Increase in parental engagement to support student achievement	25%	50%	90%	100%
3) Host a fall and spring open house, parent/teacher nights, informational parent nights, ELL and SPED parent nights, and Coffee with the Principal	Administrators, Counselors, CIS, Teachers	Increase in parental engagement to support student achievement	30%	50%	95%	100%
4) Provide parenting skill activities and parenting classes with snacks provided.	Counselors, CIS, Administrators, Teachers	Increase in parental engagement to support student achievement	30%	50%	90%	100%
5) Engage parents in the development of parent involvement process via CIP Committees, Parental Engagement Activities, Committee work, etc.	Counselors, CIS, Administrators, Teachers	Increase in parental engagement to support student achievement	25%	50%	100%	100%
6) Supplies and Reading material will be purchased to support parental meetings throughout the school year.	Counselors, CIS, Administrators, Budget Clerk	Increase in parental engagement to support student achievement.	10%	40%	100%	100%
7) Increase student and parent awareness of bullying behavior and interventions/preventions and David's Law. Disseminate educational information about bullying through videos, presentations, programs, newsletters, and classroom discussions.	Counselors, CIS, Administrators, Teachers	Decrease in bullying incidents and student discipline referrals. Increase in awareness on the issues of bullying.	80%	85%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) Host information nights that focus on high school information, HB5, CECA, college readiness, testing, etc.	Counselors, CIS, Administrators, Teachers	Increase in parental awareness of their child's educational focus and pathways.	15%	20%	75%	100%
9) Increase parent awareness in student issues during parent meetings by ensuring all sessions/meetings are translated into Spanish by purchasing translating devices.	Administration Teachers Parents	Parents will be informed of all information pertinent to students academic, social, emotional, and athletic needs.	25%	50%	80%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Clint Independent School District

Horizon Middle School

2019-2020 Formative and Summative Reviews

Accountability Rating: C

Mission Statement

To ensure that all of our students become productive citizens who are life-long learners and are college and career ready for the 21st century.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

"Above and beyond...excellence."

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Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.

Performance Objective 1: By June 2020, all English learners will show at least 5% improvement from one proficiency level to another on TELPAS.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 restrictions, TELPAS testing has not been completed. We will continue this objective.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Provide software instruction such as English 3D and Imagine Learning to all English Learners (EL), including Parent Denials to reinforce English language acquisition.	NC/ESL Teachers Sheltered Instruction Teachers	STAAR TELPAS ESL Exits Report	30%	50%	75%	→
Additional Targeted Support Strategy 2) Provide ELLs, including Parent Denials, with supplemental consumable workbooks, books, software, & supplies to develop academic vocabulary	Teachers	STAAR TELPAS ESL Exits Report	35%	45%	45%	→
Additional Targeted Support Strategy 3) Provide training to teachers of EL students, including Parent Denials, and provide supplemental materials, such as SIOP strategies & best practices (SIOP, Thinking Maps, Seidlitz, Region 19, etc.).	Curriculum Coach, IS Coordinators, Admin	Staff Development Sign in Sheets POs	25%	50%	50%	→
Additional Targeted Support Strategy 4) Provide EL students, including Parent Denials, with field trip opportunities to build background knowledge at least once a year.	Teachers	Purchase Requisitions	0%	0%	15%	→
Additional Targeted Support Strategy 5) Provide teachers serving EL students, including Parent Denials, the opportunity to attend Region 19, in-district, and out-of-district conferences by providing substitutes to improve classroom instruction	Admin Teachers Budget Clerk	Lesson Plans POs Increase in EL student performance and implementation of learned techniques/strategies	0%	0%	0%	✗

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 6) Maintain needed instructional supplemental materials for teachers serving EL students, including Parent Denials	Curriculum Coach Teachers Administration Budget Clerk	Lesson Plans POs Increased performance for EL students	25%	100%	100%	
Additional Targeted Support Strategy 7) Provide supplemental materials to support newcomer and EL students, including Parent Denials and testing material.	Admin. NC/ESL Teachers	STAAR TELPAS ESL Exits Report	20%	50%	75%	
Additional Targeted Support Strategy 8) Provide Newcomer & Sheltered Instruction classes for identified EL students.	Counselor Admin	STAAR TELPAS ESL Exits Report				
Additional Targeted Support Strategy 9) Provide Language Acquisition support for identified EL students through the use of SIOP and Seidlitz trained teachers and supplemental supplies and resources.	admin curriculum coach ESL teachers	Pre-test Post-test TELPAS	50%	50%	55%	
Additional Targeted Support Strategy 10) Provide students with headphones for use with computer-based instruction.	Teachers Curriculum Coach Admin.	Lessons Plans Program Reports	10%	10%	50%	100%
11) Provide teachers and students with technology to supplement lessons and promote the use of technology (Electronic Dictionaries, Desktops, Laptops, Active Votes, smart TV's, chrome books)	Librarian, CTC, Admin, ESL teacher, budget clerk	Lesson Plans, Walkthroughs	35%	100%	100%	
12) EL students will be provided intervention support such as tutoring after school, Saturdays and/or intersession camps to improve course passing rates and performance on state assessments. Teachers will be provided extra-duty pay for targeted student interventions.	ESL Teachers Curriculum Coach Administration	Increase students TELAS levels and success in all classes.	25%	40%	60%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
13) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.

Performance Objective 2: By June 2020 the percentage of students reaching the "meet" standard in the STAAR assessment will increase by 5%.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue working on reaching the "meet" standard for the 2021 STAAR assessment

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide teachers, curriculum coach, counselors, librarians and admin opportunities to attend training/staff development and conferences at R19, district or out of town to meet student needs such as TRS, LEAD4WARD, Eduphoria, STAAR, AVID, eSped, Fundamental 5, Texas Librarian Association Conf. and other Research-based Instruction for improvement of student success on assessments.	Admin, Teachers, Curriculum Coach	Lesson Plans, Classroom Observations, PLC trainings, Agendas	25%	35%	50%	
2) Engage all students in research-based programs and activities, such as the Accelerated Reader (AR) program, Textquest, IXL, NearPod, Dreambox, Study Island and and other research-based programs and activities	Teachers, Librarian	Lab Schedule, Walk-Throughs, Lesson Plans, AR Reports TextQuest	30%	50%	75%	
3) Provide substitutes for teachers to attend trainings to address the needs of all students through PLC data dialogues, and planning for research-based differentiated instruction, and lesson planning activities.	Coordinators, Curriculum Coach, Admin.	PLC Dept. Meeting Agenda, Sign-in sheets, AESPOP sub rosters	25%	30%	30%	
4) Provide all teachers, counselors, admin and staff with training on building social/emotional relationships, improving instruction and motivating students	Admin., Teachers	Sign in, Evaluation form	0%	0%	25%	
5) Provide teachers with technological equipment and software to supplement lessons and promote the use of technology such as STEMSCOPES, iTV, Desktops, Laptops, internet hubs, Access Points, charging station.	Librarian, CTC Admin.	Lesson Plans, POs, Library check-out Data Analysis Walk-through s	50%	70%	80%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Provide on-campus enrichment opportunities for students (presentations, guest speakers, etc.).	Counselor Admin.	Lesson Plans POs	25%	50%	50%	
7) Provide teachers with training on the use of technology & software use to supplement lessons & promote the use of technology.	CTC IS Coordinator	Sign-in sheets POs	25%	50%	50%	
8) Train teachers in the implementation of research-based instructional models to meet the needs of all students.	admin teachers	POs Lesson plans Walk throughs	25%	50%	75%	
9) Provide students with after school and/or Saturday tutoring, intersession classes for fall and spring, incentives, and transportation to reinforce, supplement, and support classroom instruction. We will also invite parents to attend EOC Parental Meetings with hospitality provided..	admin curriculum coach tutoring teachers	failure reports teaming RtI minutes tutoring forms	15%	30%	50%	
10) Provide struggling students with 1:1 or small-group instruction through reading intervention specialist and instructional aides to reinforce classroom instruction.	RtI team Teachers Support Aides	RtI minutes Permission Forms Report Cards	25%	40%	75%	
11) Monitor student progress using 3 and 6 week checkpoints and 9 week cumulative test as well as Interim Assessments with STAAR as a summative evaluation.	Teachers Curriculum Coach	Eduphoria Reports	25%	50%	75%	
12) Provide students the opportunity to attend field trips to build background and expand educational opportunities to incorporate in the classroom learning as real world experiences.	Admin Teachers	Walk-Through Student Product	0%	0%	25%	
13) Recognize identified students for perfect attendance, academic accomplishments, AR Goals and athletic success by providing incentives such as but not limited to school supplies, food incentives, awards and free dress passes.	Counselor Admin	Attendance Reports Skyward Reports Honor Assemblies Championships	10%	25%	75%	
Additional Targeted Support Strategy 14) Provide teachers and students with supplemental curriculum materials such as Mentoring Minds, IXL, Achieve 3000, Class Kick, GoFormative, NearPod, Prodigy and IStation that will help students attain higher proficiency in core subject areas.	Admin Teachers	Students will show improvement in overall academics. STAAR scores will show progress.	25%	50%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
15) Provide teachers with supplemental materials and training on AVID/WICOR strategies in all subject areas to improve student writing.	Admin Teachers	Common Assessments Lesson Plans	30%	50%	80%	
16) Provide teachers with research based strategies, books, and supplemental instructional materials such manipulatives (such as but not limited to models, algebra tiles and blocks), calculators and research based programs to reinforce comprehension in all subject areas. Calculators will be used to enhance the instruction of both Math and Science classes and will aid students in their exams.	Teachers	Sign-in Sheets Lesson Plans TRS	25%	35%	100%	
17) Provide teachers, admin, and counselors opportunities to attend staff development in-district, out-of-town or R19 to improve instruction for student success on assessment.	Admin Curriculum Coach	Registration Forms POs	20%	40%	65%	
18) Provide all teachers with staff development on district initiatives from C/O coordinators, district presenters, and/or curriculum coaches.	IS Coordinators Assistant Principals	Sign-in Sheets Certificates	35%	50%	75%	
19) Designate staff to attend education conferences to be up-to-date on state assessment procedures.	Principal Testing Coordinator	POs Assessment Procedures	0%	0%		
20) Provide incentives for students to promote good attendance all year.	Administration Attendance Committee	Attendance Reports	5%	15%	85%	
21) Provide students taking the STAAR test with supplies during state assessments.	Administration	STAAR Rosters	0%	0%	100%	
22) Provide students with transportation, room and board to higher education institutes in-state or out-of-state.	COUNSELORS ADMIN TEACHERS	LESSON PLANS	5%	5%	70%	
23) Provide Special Education students with job-related experiences and field trips through in-school CBIs for the purpose of meeting IEP Transitions.	Sp Ed Teachers	Sales Deposits Purchase Orders	15%	35%	80%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
24) Support Staff-Instructional Aides-4 (Teacher Assistants)	Administration	Annual Evaluation	100%	100%	100%	
25) Provide students with access to online reference materials and research tools to supplement ELAR Writing strategies.	Librarian	Library sign in sheet	35%	45%	80%	
26) Provide teachers with supplemental books for the general library, leveled library & classroom library to promote literacy life-long learning for all students in all subject areas.	Librarian Administration Deptarment Chair	Library Book Count Report Purchase Orders	25%	25%	75%	
27) Provide students identified as military dependent with a support system (counselor or social worker).	Counselor	Military Dependents Report	15%	55%	70%	
28) Provide students with material, transportation, meals and entry funds to participate in field trips and competitions to include, but not limited to Destination Imagination, Robotics, Science Fair, Fine Art competitions, UIL competitions and educational activities.	DI teachers, teachers, curriculum coach	Participation Roster	25%	50%	70%	
29) Provide teachers with materials for summer school to promote learning in all core contents areas.	Admin Teachers	Lesson Plans Walk-Through	0%	0%	0%	
30) Provide students with headphones for use with computer-based instruction and testing.	Teachers	Lessons Program Reports	70%	90%	100%	100%
31) Provide updated GT supplemental and testing material for student identification and use.	GT TEACHER GT COORDINATOR	TONI-4 TEST SCORES	10%	25%	50%	
32) Provide acceleration sessions through intersession classes to increase student understanding. Teachers will be provided with materials, extra duty pay and resources.	Teachers Curriculum Coach Administration	Increase student success all classes and STAAR results. To ensure that students continue to grow academically.	30%	50%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
33) Supply all teaches with the appropriate software. Supply classrooms with general supplies (to include but not limited to copy paper, lined paper, colored paper, pencils markers and pens) and instructional supplies (to include but not limited to instructional posters, maps, dictionaries, games and answer boards) miscellaneous operational supplies, furniture and reading materials.	Teachers Administration	Students will show improvement in their overall class scores.	30%	50%	100%	100%
34) Supply fine arts teaches with the appropriate instructional supplies (to include but not limited to instructional posters, dictionaries, music, art supplies, and musical tools) miscellaneous operational supplies, furniture and reading materials.	Fine Arts teachers Adminstration	Increase student performance in class and competitions.	15%	30%	100%	100%
35) The campus will continue the AVID program utilizing the AVID course as an elective. Teachers will use focused notes and WICOR strategies as part of the AVID program. Teachers will also be provided with training in AVID strategies. Students and teachers will be provided with supplemental and enrichment supplies.	AVID Coordinator Classroom Teachers Administration	Increase student participation in the AVID program and increase the rigor in all classrooms.	30%	40%	70%	→
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 36) Purchase laptops and docking stations for teachers to support students during remote learning . Teachers will need access to online program, video conferencing software and access to student reports from home.	Admin	Increase student participation and performance during remote learning due to COVID-19 restrictions.	0%	0%	0%	100%

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

Goal 1: Horizon Middle School will be a model of high standards for student academic excellence.

Performance Objective 3: By June 2020 students who participate in the Special Education Program will increase their STAAR scores by 10 percent in reading and math.

Evaluation Data Source(s) 3: STAAR Performance Index Summary

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to COVID-19 restrictions students did not test STAAR this year. We will continue objective.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Teacher will be provided with training for different Co-teaching models. Training will be provided for both SPED teacher and content.	admin, dept. chairperson	walk-throughs assessment data	50%	50%	60%	
Additional Targeted Support Strategy 2) Provide research based professional development to include collaborative teaching from various providers.	admin curriculum coach Sped Dept.	agendas sign-in sheets walk-throughs	25%	40%	40%	
Additional Targeted Support Strategy 3) Discuss assessments, data, and lesson plans at Sped PLCs & core content PLCs. Plan targeted lesson, strategies and assessments with the use of supplemental materials.	Administration, team captains	common Assessments Skyward Grades	25%	50%	70%	
Additional Targeted Support Strategy 4) Provide acceleration for identified students in SPED in need of interventions. Compensate teachers for mandatory after school acceleration, Intersession Camps and Saturday Camps.	Admin, sped dept., tutoring teachers	benchmarks, common assessments, nine weeks grades	25%	45%	75%	
Additional Targeted Support Strategy 5) provide special education department with software and licenses, to access differentiated materials that provide means of access to standards-based instruction for students with complex needs.	Admin, sped dept	nine weeks grades, IEP goals,	25%	75%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Provide SPED teachers with resources and supplemental materials needed to support students in areas of need to include transition programs and students in the DSC, ASC, BAC, Recourse and Inclusion classes.			25%	45%	80%	
7) Special Education Teachers will be supplied with supplemental materials to increase students' skills in core and living skills classes. For example, colored paper for Foldables, manipulatives, detergent, disinfectant wipes, diapers, wipes, gloves and items used in everyday life.	SPED Teachers Administration	Increase students knowledge in all subject areas and living skills.	45%	75%	75%	

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

Goal 2: Horizon Middle School will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 1: By June 2020 the number of disciplinary referrals will decrease from previous year and increase the number of students attending PBIS incentives.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Teachers will continue to work on classroom management strategies to have a positive effect, along with the implementation of PBIS Rewards.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) The campus will provide a Career day to promote positive learning and career choices for all students at least once a year.	Counselor Health Teachers	Presenters participation Lesson plans	5%	5%	20%	
2) Provide Crisis Prevention Intervention Training for all teachers and staff (Fire drills, Lock-down, Shelter in place) to ensure a safe learning environment for all students at least once a year.	Administration Teachers Security	Staff Development Evaluations Sign-in sheets	75%	100%	100%	100%
3) Provide the Positive Behavior Intervention Support (PBIS)/classroom management teacher training to implement RTI Behavior Intervention. The campus will purchase on online interactive program such as PBIS Rewards. Funds will be available to purchase rewards for students such as food, supplies for dances (to include cost of DJ), etc.	Administration PBS team Teachers	PBS monthy reward drawings Discipline Referrals Skyward Documentation	25%	35%	50%	
4) Provide all teachers an emergency classroom kit for Emergency Drill situations to ensure safety for all students	Administration Security	Purchase Requisitions	0%	0%	0%	
5) Provide adequate campus supervision through the use of radios/repeater to assist with discipline and student management.	Administration Security	Position Control Report Discipline report	95%	100%	100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Utilize student hall passes for proper identification of students in hallways during instructional time. Provide students with a campus ID. Purchase an updated printing machine, lanyards, cards and ink to create the ID cards for students.	Teachers Administration	Security Teacher participation Hall pass logs	0%	10%	75%	
7) Implement Red Ribbon Week activities, presentations, incentives and lessons, notify parents as recommended to promote a drug-free school environment for all students, via the use of the student/parent calendar, marquee, out calls, flyers and campus website.	Counselor Health teachers	Student/Teacher participation Lessons activities	25%	100%	100%	100%
8) Provide anti-bullying, violence prevention, & drug-free presentations & instructional materials that promote healthy, positive choices for students.	Administration Counselor	Student Attendance at Program Lesson PLans	5%	60%	60%	
9) Display Positive/ Motivational School Banners to promote Hawk pride in all students.	Admin. Security	Observation of posted motivational banners throughout the campus	100%	100%	100%	100%
10) Communities in Schools personnel will provide: *Academic support including extended learning time and goal setting. *College and career readiness including pre-employment preparation *Enrichment activities including field trips *Health and human services including mental health and basic needs to include assistance to homeless students such provide clothing, toiletries and school supplies when available. *Parent and family involvement including home visits *Supportive guidance and recommendation to professional counseling.	Campus Administration CIS Personnel	Tutoring logs Student referral logs Parent sign in sheets Counseling records Parent nigh presentations Home visit logs	100%	100%	100%	100%
11) Promote school pride through athletic recognition and pep-rallies.			25%	50%	70%	
12) Create a safety committee to review procedures for emergency situations and discuss campus safety concerns. The committee will meet at least once a quarter.			0%	0%	0%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
13) Teachers will follow their classroom discipline plan and contact parent prior to referring a student to administration. Campus administration will address discipline with in 48 hours. Level three and four offenses will be dealt with immediately. Administration will be consistent in addressing student.	Administration	Referrals for disruptive conduct will be reduced.	50%	50%	75%	100%
14) Tardy Sweeps will be conducted to ensure that students are in class on time to utilize instructional time to the fullest. Teachers will also have expectations when tardy sweeps are not conducted.	Administration Security Teachers	Students will be in class on time.	50%	55%	75%	100%

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

Goal 2: Horizon Middle School will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 2: Ensure that 100% of students can access Remote Learning programs

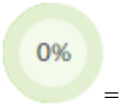
Evaluation Data Source(s) 2: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Hot spots will be readily available for students in need of internet access.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Horizon Middle School will operate efficiently being fiscally responsible.

Performance Objective 1: By June 2020 all budget deadline will have been successfully met.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: In order to meet all budget deadlines, all pertinent staff needs to be fully trained.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Review and submit tutoring time sheets, and time and effort sheets on a weekly basis.	Admin Secretary	Ensure that all paperwork is submitted correctly and on time.	20%	45%	75%	100%
2) Train teachers on district budget protocols and the campus budget deadline calendar.	Budget Clerk Administration	Reduce the number of Purchase Requests that are returned to campus for corrections.	15%	15%	40%	→
3) The principal will meet with the budget clerk on a bi-weekly basis to review account balances and to approve or deny campus purchase requisitions.	Principal Budget Clerk Principal Secretary	Reduce the number of purchase requisition denials.	10%	50%	75%	100%
4) Supply the office with the appropriate supplies to complete their expected duties, such but not limited to, yellow tag replacements, message note pads, Non-Carbon paper, general office supplies.	Principal's Secretary Budget Clerk Administration	To improve the quality of customer service to all stakeholders. To ensure that employees have the required items to successfully complete their job expectations.	65%	80%	80%	100%

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

Goal 4: Horizon Middle School will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: By June 2020 HMS will have 100% of highly qualified faculty staff to meet all of our students needs academically, socially and emotionally.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: As a campus we will continue to support all of our new and current faculty and staff academically, socially and emotionally.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide awards and incentives for all teachers to facilitate an educational climate where all students enjoy attending (such as but not limited to instructional items, certificates, food incentives, etc.).	Administration, Budget Clerk	Reduce staff turnover rate .	15%	50%	50%	
2) Recognize Hawk Employees of the month on announcements, bulletin board, plaques, marquee, Principal Report to instill campus pride.	Leadership Team, SBDM	Monthly nomination process through Leadership Mtg. minutes.	0%	0%	25%	
3) Provide faculty & staff incentives for attendance and to promote a great working environment for teachers and staff to include but not limited to certificates, plaques and food incentives.	Administration, Budget Clerk	Staff Development Sign-In Sheets	25%	50%	45%	
4) Provide teachers with a clear set of expectations for creating supportive, quality teaching and learning environments as well as expectations for classroom management and professionalism following the Texas Code of Ethics.	Administration Curriculum Coach	Increase student engagement, decrease course failure rates, increase student success on assessments.	40%	70%	75%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Provide staff development opportunities and planning resources to teachers, support staff, counselors, nurse and administrators in the form of conferences, workshops, seminars, site visits, instructional rounds and book studies to facilitate successful implementation of campus and district initiatives such as, but not limited to: Differentiated Instruction, SPED student support, LEP student support, GT student support, 504 student support, Effective Teaming, Inclusion, Common Instructional Framework Strategies, Content-Specific Workshops, Cooperative Learning, Co-teaching, College Readiness, Data Analysis and Disaggregation, Depth of Knowledge, , Drop-out Prevention, social and emotional well-being, hygiene, Promethean Boards, Smart TV's, Word Wall training, Sheltered Instruction, Reading/Writing Across the Curriculum and other professional collaborative and relational structures such as ,AVID, Professional Learning Communities, Costa' levels, Student Success Teams, Kegan and positive workplace environment principles to facilitate teacher efficacy and retention of highly qualified teachers. Substitutes will be provided for those occasions as appropriate. SIBME Observation and walk through software will be purchased to inform teacher, and administration about classroom instruction and will be used as a vehicle to plan and implement professional development for individual, small group or faculty training.	Administration Curriculum Coach Nurse Counselors	Increase student engagement, decrease course failure rates, increase student success on assessments.	25%	40%	75%	
6) Teachers new to the profession and by invitation will be supported with a district mentor and the campus curriculum coach.	Administration Curriculum Coach District Personnel	Increase teacher's knowledge and skill of teaching.	25%	35%	55%	
7) The campus will continue with a new teacher support group (Hawk 101) that will meet at least quarterly to ensure that new teachers acclimate well to the profession and the campus.	Administration Curriculum Coach	Increase teacher's knowledge and skills in teaching, lesson planning, classroom management and student success.	0%	0%	50%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Horizon Middle School will include parents, community, and business members in the education of all students.

Performance Objective 1: By June 2020 HMS will increase parental involvement by 10% and build partnerships with parents by providing opportunities for parents to attend sessions during the school day and/or after school.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will continue with Live and Love program, coffee with the principal, and set up future parental meetings.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Host EL Parent Information Night	Administration Counselors LPAC Clerk EL Teachers	Increase parent knowledge and understading of the EL Program.	40%	40%	40%	
2) Host a 6th Orientation Night	Administration, Counselors Teachers	Increase parent involvement and put student's and parent's at ease of coming to a new school.	100%	100%	100%	
3) Host a Mother-Daughter/Father-Son Program to promote parent/student involvement within the community.	Counselor Administration	Increase parent involvement in campus functions.	40%	40%	40%	
4) Keep parents informed via monthly English/Spanish calendar parent letter (Red Ribbon Week, Parent Involvement Activities, etc.) and Parent Meetings. Snacks will be provided to parents.	Principal Counselor	Increase parent's knowledge of campus activities.	20%	50%	45%	
5) Provide a clothing bank for families or students in need of assistance for to ensure basic clothing needs are met	CIS Coordinator and Counselors	Decrease the needs of students in need of assistance.	25%	50%	70%	
6) Host a parent volunteer activity to celebrate parent volunteers who provide services for all students.	Administration Counselor	Parent Sign In Sheet	0%	0%	0%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Provide parent workshops/book studies and teacher workshops/book studies that include instructional materials such as reading materials that will support goals and objectives of workshops to impact the home environment of all students (various presenters) to enhance their knowledge of : 1. Reading and language development strategies 2. Academic structure in the home 3.The Importance of Literacy 4. Academic success, achievement and personal growth. 5. Cultural diversity 6. Building the Capacity of all staff for Parent & Family Engagement. Snacks will also be provided.	Counselor	Increase parent involvement and knowledge.	25%	50%	70%	
8) Inform parents of procedures required for all students to create science fair projects at home informational packet sent home and parent informational meeting in addition student/s place into district science fair.	Science Teachers Administration	Parent sign-in sheets	0%	15%	20%	
9) Distribute information/letters to parents in English/Spanish which provide strategies to improve academic progress for all students.	Administration Teachers Counselor	Parent sign-in sheets	0%	5%	5%	
10) Schedule Meet the Hawks Night (7th & 8th graders) to encourage parent participation and to learn about the campus activities academically and athletically.	Administration and Counselors	Increase parent involvement in academic and athletic events.	100%	100%	100%	100%
11) Invite Parents to the Annual Regional Parental Engagement Conference	Counselor	Parent Sign-In Sheets, Parent Tickets	0%	15%	15%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
12) Conduct meetings with Superintendent for Parental Involvement in the Horizon Feeder Pattern. Light Hospitality will be provided to attendees.	Admin. Counselor	Increase parent involvement in campus and district decisions.	0%	100%	45%	



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Clint Independent School District

Ricardo Estrada Middle School

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Mission Statement

Ricardo Estrada Middle School Mission Statement

Ricardo Estrada Middle School students will excel academically, socially, and emotionally, through AVID methodologies, to close the achievement gap by preparing them for college readiness and success in a global society.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Together...We Build Tomorrow!

Value Statement

WE ARE

C-Commiteed to student success as a shared responsibility among students, parents, educators, the School Board and the community.

L-Learner Centered by ensuring that all students receive quality teaching and engaging instruction.

I-Innovative in using global thinking and ttechnology to empower students to become lifelong learners.

N-Nurturing by creating an educational environment where all students are socially and emotionally supported, safe, and valued.

T-Transparent throuh open communication, leadershiup, accountability and integrity

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Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups (LEP, Sp Ed, A/R, GT, and Eco. Dis., 504, Migrant, Homeless) will show student growth the STAAR exam in 2019-20.

Evaluation Data Source(s) 1: Campus overall STAAR performance data for all populations will increase by 5%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with plan

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Teachers will analyze/disaggregate STAAR/EOC, Benchmark and common assessments using an online assessment development and analysis program to evaluate student needs and to assign students to interventions such as, but not limited to Wacky Wednesday Interventions, after school tutorials and/or state assessment blitz camps. Substitute costs will be used to support this strategy.	Campus administrators and Curriculum Coach	Meeting agendas, Walkthroughs, Common Assesment and Benchmark results, STARR EOC results, failure reports	60%	80%	95%	100%
Comprehensive Support Strategy 2) Students will be identified and recommended for after school tutorials, Falcon Fridays, Wacky Wednesday Interventions, and Super Saturday School and will be referred to the campus RTI team.	Teachers, Curriculum Coach, and Administration.	STAAR/EOC results, Benchmark, and Common Assessments, Unit Assessment Performance, Attendance, Behavior	65%	75%	90%	100%
Comprehensive Support Strategy 3) Mandatory tutoring will be assigned to students who have failed state mandated assessments and/or academic courses.	Curriculum Coach and Teachers	Common Assesment and Benchmark results, STARR EOC results, failure reports	60%	70%	90%	100%
Comprehensive Support Strategy 4) All teachers will integrate STAAR/EOC test format and strategies throughout instruction and in testing, as deemed appropriate.	Curriculum Coach All Teachers	Lesson Plans, Common Assessments, Benchmarks	50%	65%	90%	100%
5) GT enrichment classes and Pre AP Courses will be offered to all 6th-8th Grade students to provide a differentiated GT curriculum including GT Tournaments	GT Coordinator, Teachers, Counselors, and Administration.	Student grades, Assessment scores, Schedule, student networking, integration of technology, and a variety of skill based assignments.	50%	90%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
6) Identified GT / Pre AP students will be recognized for Science Fair success.	Science Fair Cordinator, Science Teachers, Curriculum Coach, Administration.	Number of science fair projects, Number of Students competing at District and Sun Country Science Fairs.	10%	75%	100%	100%
Comprehensive Support Strategy 7) Staff will receive Eduphoria -Aware and Lead4Ward training for interpretation of data to improve instruction for all students.	Curriculum Coach and Administration.	Teacher use of Aware/Lead4Ward reports, Lesson plans that focus on student learning needs, and improved student performance.	55%	85%	95%	100%
Comprehensive Support Strategy 8) All teachers will have access to supplemental STAAR curriculum materials (Mentoring Minds, Measuring Up, Mastering the STAAR, Achieve 3000, etc) to meet student needs.	Teachers, Curriculum Coach, Administration.	Successful Student performance on State Assessments.	60%	85%	90%	100%
9) Recognize perfect attendance, Positive Behavior, and High Academic Achievement through the use of PBIS Points Software, Falcon Pride Recognition, and Terrific Falcon Awards	Attendance Clerk, Teachers, Curriculum Coach, Counselors, Administration.	Student attendance rate will be at 97% or higher. Decrease in Discipline Referrals Terrific Falcon Recognition Falcon Pride Grade Level Winners A and A/B Honor Roll Every 9 weeks, Terrific Falcon, and Positive Points awarded through the PBIS Rewards Software	65%	85%	90%	100%
10) Teachers will incorporate technology through the use of chromebooks in all daily lessons.	Campus Technology Cordinator, Librarian, Teachers, Curriculum Coach, Administration.	Use of chromebooks through district's 1:1 Initiative. Daily use of technology ii the curriculum.	55%	85%	95%	100%
11) Teachers will integrate technology into the classroom through use of Chromebooks and Promethean Boards for the use of PowerPoint presentations, web board software presentation and online resources	Teachers, Campus Technology Cordinator, and Administration.	Use of technology in all classrooms.	55%	95%	95%	100%
12) Software/Computers, and printers for teacher and student use. This includes ink cartridges and other supplies.	Campus Technology Cordinator, CATE Content Teachers, and Computer teachers.	Purchase requisitions and use of technology in classrooms.	55%	85%	95%	100%
Comprehensive Support Strategy 13) All teachers will incorporate best practices throughout their curriculum to include but not limited to: Bell Activities, and AVID WICOR Strategies.	Teachers, Curriculum Coach, and Administration.	Improved State assessment results and student learning.	65%	90%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
14) All CTE teachers will acquire necessary materials to support their curriculum (i.e. but not limited to: Touch Systems, Career Info Resources, Interactive materials)	CTE teachers and administration.	Purchase requisitions and the expenditure of CTE budgets.	50%	75%	85%	100%
15) Identified students will attend field trips to build background knowledge for example, but not limited to, Clint Early College. Other potential options are: UTEP, EPCC, Chamizal, SulRoss,	Teachers, counselors, and Administration.	Student exposure to different learning opportunities.	5%	80%	90%	100%
Comprehensive Support Strategy 16) All teachers will reinforce as applicable reading comprehension (main idea, cause/effect, and drawing conclusions) to improve all students literacy skills.	Teachers, Curriculum Coach, and Administration.	Improved reading and math scores on all school and state assessments.	60%	85%	90%	100%
17) Students who are nominated by teachers and parents for GT will undergo GT testing for appropriate placement.	District and Campus GT Cordinator.	Increase number of GT students.	10%	20%	80%	
Comprehensive Support Strategy 18) At-Risk students will be provided guidance and mentoring of instructional objectives through response to intervention (RTI)	Teachers, Counselors, Curriculum Coach, and Administration.	Improved student grades and assessment scores.	55%	75%	90%	
Comprehensive Support Strategy 19) All teachers will implement AVID WICOR Strategies in order to meet the needs of all student needs.	Teachers, Curriculum Coach, and Administration.	Improved student scores and learning.	50%	80%	95%	100%
20) All teachers will provide necessary resources (such as but not limited to Science Dictionaries, Spanish/English dictionaries, manipulatives and Thesaurus) for use by ELL	Teachers, Curriculum Coach, and Administration.	Student expansion and use of vocabulary.	40%	70%	80%	
21) Technology equipment will be purchased to enhance curriculum and testing (i.e. but not limited to: speakers, carts, testing materials for STAAR, IPAD compatibility connections, scanners, headphones, microphones,computers, flip cameras, digital cameras memory cards, web cams, computer mouse)	Campus Technology Cordinator, and Administration.	Purchase requisitions and budget expenditures.	50%	70%	85%	
22) All core teachers will incorporate technology into the class by the use of Achieve 3000, Mentoring Minds, Nearpod, EDPuzzle, and Brain Pop software to enhance lessons & promote the use of technology in instruction.	Campus Technology Coordinator and Administration.	Student and teacher use of technology.	45%	80%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 23) All teachers and administrators will receive training and assistance in the implementation of research-based instruction (SIOP, BenchmarksKagan, Lead4Ward, State and Federal Accountability, Region 19 local trainings that tie into our CIP, to meet all students needs.	Teachers, Counselors, and Administration.	Improvement of student performance.	65%	90%	90%	100%
24) Identified teachers will attend training for advanced placement courses (Summer Goal)	PAP teachers.	Advanced learning opportunities for Pre AP students.	55%	35%	40%	→
Comprehensive Support Strategy 25) All teachers will be trained to better assist students with special needs such as ELL, SPED, Economically Disadvantaged, Migrant, and Military students.	All teachers.	Improved assistance and instruction for special population students.	45%	60%	80%	→
26) All content area teachers will be trained in the use of technology integration skills in the classroom in order to provide all students with a motivating, rigorous curriculum by attending technology specific professional development such as Excet.	All teachers.	Improved student learning and performance.	60%	80%	85%	100%
Comprehensive Support Strategy 27) Academic assistance for ELL students.	ELL support Teacher, Curriculum Coach, and Administration.	Student grades and performance.	50%	70%	70%	100%
Comprehensive Support Strategy 28) Tutorial assistance for students in need of academic help through Wacky Wednesdays, after school tutoring, Falcon Fridays, Falcon Academy, and Super Saturday Camps.	All teachers.	Improved student grades and performance.	55%	75%	95%	100%
Comprehensive Support Strategy 29) All core teachers will purchase the needed supplemental supplies for all children served to acquire the knowledge and skills contained in the state content standards TEKS and to meet the state requirement STAAR state assessment, including ELPS.	Teachers and Administrators.	Improved student learning.	40%	95%	95%	100%
30) Purchase of audio visual supplies to assist campus tutorial program.	Administration.	Improved student performance within the classroom.	70%	60%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
31) Purchase/renew software (included but not limited to, IXL, ED Puzzle, NearPod, STEMscopes, Odyssyware, Netsupport, and Adobe Acrobat, Edutyping, interactive whiteboard graphic organizer, Achiee 3000 Mentoring Minds, and PBIS Positive Rewards App.	Administration and Teachers.	Improved student performance.	20%	65%	85%	100%
Comprehensive Support Strategy 32) Science Department will integrate the use of STEMscopes to meet the language needs of ELL students by providing lessons using the 5E Model.	Science Teachers	Improved student performance in classroom and state assessment.	10%	55%	85%	100%
33) All teachers and administrators will be trained in the implementation of the AVID program. A cohort of teachers and administration will attend an AVID Institute workshop.	Administration and AVID Coordinator	Improved student performance, college readiness skills.	80%	90%	80%	
34) All students will be provided with Chromebooks. Teachers will integrate use of technology into the classroom to be conducted on a consistent basis.	Administration, Teachers	Improved student performance.	85%	95%	85%	100%
35) Science Department will use StratoStar to provide project based learning opportunities for students in the STEM area.	Teachers, Curriculum Coach	Successful implementation of project.	10%	60%	95%	100%
36) Social Studies Department will purchase the needed supplemental supplies for all children served to acquire the knowledge and skills contained in the state content standards TEKS and to meet the state requirement STAAR state assessment, including ELPS.	Teachers and Administrators	Improved Student Performance	20%	60%	85%	100%
Comprehensive Support Strategy 37) The ESL Department will purchase the needed supplemental supplies for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Aquisition and to meet the state requirement STAAR state assessment, including ELPS.	Teachers and Administrators	Improved Student Performance	20%	65%	80%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
38) The ELAR Department will purchase the needed supplemental supplies to include copy paper. Copy Paper will be used for instruction to include making manipulatives, foldables, reading passages , and ISN Pages for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Aquisition and to meet the state requirement STAAR state assessment, including ELPS.	Teachers and administrators	Improved Student Performance	35%	70%	90%	100%
Comprehensive Support Strategy 39) The Math Department will purchase the needed supplemental supplies for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Aquisition and to meet the state requirement STAAR state assessment, including ELPS	Teachers and administrators	Improved Student Performance	15%	65%	95%	100%
TEA Priorities Improve low-performing schools 40) The Science Department will purchase the needed supplemental supplies for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Aquisition and to meet the state requirement STAAR state assessment, including ELPS	Teachers and Admin	Improved teacher performance	30%	70%	85%	100%
TEA Priorities Build a foundation of reading and math 41) REMS Students will participate in Robotics/Stem Competitions	Administration	Students will build a strong foundation in reading, math, and problem solving skils	55%	80%	90%	
42) The SPED Department will purchase the needed supplemental supplies to include copy paper. Copy Paper will be used for instruction to include making manipulatives, foldables, reading passages , and ISN Pages for all children served to acquire the knowledge and skills contained in the state content standards TEKS, Language Aquisition and to meet the state requirement STAAR state assessment, including ELPS.	Teachers	Impact instructional strategies used in the classroom and understanding of curriculum	30%	50%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
43) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 2: The Campus will provide supplemental instruction (supplemental programs) to students to support and increase student achievement.

Evaluation Data Source(s) 2: The Campus will provide various professional development training to help increase student achievement: Common Instructional Framework, Depth of Knowledge, SIOP, CoTeach Training and Lead4Ward . Students will be provided a chromebook as part of the district's 1:1 Technology Inititative.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Staff will receive Eduphoria -Aware/Lead4Ward training for interpretation of data to improve instruction for all students.	Curriculum Coach and Administration.	Teacher use of Aware/Lead4Ward reports, Lesson plans that focus on student learning needs, and improved student performance.	50%	80%	85%	100%
2) Discovery Education Streaming into the classroom lessons to provide all students with technology integrated curriculum	Teachers, Curriculum Coach, and Administration.	Student learning.				
3) English teachers will incorporate audio visual equipment to support their instruction.	English Teachers and Curriculum Coach.	Student use of audio support equipment.				
4) Teachers will integrate technology into the classroom through use of chromebooks, InFocus projectors, I-Pads, and Promethean Boards for the use of PowerPoint presentations, web board software presentation and online resources.	Campus Technology Cordinator, librarian, and teachers.	Consistent use of power point prsentations by students and resources.	65%	85%	95%	100%
5) Software/Computers and items such as ink available to use and staff development (software to include Eduphoria)	Campus Technology Cordinator.	Purchase requisitions for technology equipment and materials.	20%	50%	75%	100%
6) All teachers will incorporate technology in the class by use chromebooks to enhance lessons and promote the use of technology.	Campus Technology Cordinator, librarian, and Administration.	Use of chromebooks by students and teachers.	55%	80%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Identified teachers will attend training to enrich curriculum and instruction for all students in the areas of: Common Instructional Framework, Depth of Knowledge, SIOP Strategies, Leadership, AVID Wicor Strategies,Region 19 Professional Development, Lead4Ward, Team communication strategies, and PLC strategies.	Administration, Teachers Curriculum Coach.	Improved delivery of student instruction.	55%	75%	85%	100%
Comprehensive Support Strategy 8) All teachers will be trained to better assist students with special needs; ELL & SPED	Curriculum Coach, District Coordinator Principal.	Special Ed and ELL student improved performance.	55%	80%	85%	→
9) CTE teachers will attend staff development training where applicable (i.e. but not limited to TCEA conference)	CTE teachers and Administration.	Use of CTE strategies and implementation of new technology learning.	20%	65%	75%	→
10) Materials for hands-on teaching will be used in Science via dissecting materials (i.e. gloves, consumables), magazines, periodicals, and manipulatives, Science	Science teachers, Curriculum Coach, and Administration.	Hands on opportunities for learning.	15%	50%	90%	→
11) Community Based Outing/ Field Trips for Special Education students to gain-real and meaningful learning applications.	Special Ed teachers, Curriculum Coach, Administration.	Student learning experiences.	0%	55%	90%	→
12) LEP students will utilize chromebooks or classroom computers in ESL classes to use Talk Read, Talk Write to improve literacy	ELL Teachers.	Improved student learning and performance.	55%	80%	85%	100%
Comprehensive Support Strategy 13) Provide all teachers with SIOP training for additional strategies to use with LEP students	ELL teachers.	Student learning and performance.	60%	80%	80%	→
14) Provide for ARD sub coverage for all teachers needing coverage.	Administration.	Student curriculum should remain consistent with one sub covering for ARDS.	65%	80%	90%	100%
15) LPAC will Monitor ESL exited student academic progress.	LPAC clerk.	Correct student placements.	55%	75%	85%	100%
16) LPAC Clerk will be testing and monitoring ESL students progress.	LPAC Clerk.	Correct and accurate placements of students.	35%	65%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
17) GT teacher will attend State conference Tx. Association of Gifted and Talented.	GT Teacher and Administration.	Higher learning opportunities for students in Pre Ap classes.	30%	35%	40%	→
18) Library will provide an updated selection of literature for students to read, inform, and conduct research. Promoting student success through literature	Librarian, Administration and Teachers	Reading scores will show improvement. Improvement on State Assessment scores	20%	20%	50%	100%
19) Staff development for REMS covering areas in which teachers can assist students in comprehending and accomplishing success in the state mandated tests.	Administration	Success in State mandated tests	60%	75%	90%	100%
20) Student(s) in Special Education will utilize a sensory room according to their IEP.	DSC Instructor	Improved learning and performance.	65%	75%	100%	100%
21) ELA Teachers will attend a reading conference for more information on reading strategies.	P.E. Teachers, Administration	Higher learning opportunities for students in P.E. classes.	✗	✗	✗	✗
22) Orchestra teacher will obtain sheet music for students to use to assist in developing and improving music performance.	Orchestra Teacher	Advance performances in classes, events, and contests.	0%	0%	0%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: The District will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 1: All students will participate in campus activities that will ensure their acquisition of knowledge in the areas of positive peer relationships, drug prevention, anti-bullying in a safe learning environment.

Evaluation Data Source(s) 1: Students participated in activities and assemblies. Ricardo Estrada Middle School also utilized the counseling department, Communities In Schools, campus SRO, and other outside agencies to provide classroom presentations covering safety and drug prevention.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue Goal for 20-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Preventative methods and counseling interventions to decrease bullying as part of the No Place For Hate Initiative.	Teachers, counselors, SRO.	Reduced office referrals and bullying "Stay Away" contracts.	50%	80%	90%	100%
2) Promote the safety and emotional well being of REMS students. Campus emergency plans and drills are reviewed and practiced monthly.	Counselors, teachers, SRO, and administration.	Successful monthly fire drills	60%	80%	95%	100%
3) Help students cope with anxiety and frustration that arise when taking local and state assessments.	Counselors, Teachers, and Administrators.	Counseling sessions with student dialogue. STAAR Parent Nights will be held prior to state assessments to share positive test taking strategies.				
4) Increase parent/family awareness of bullying behaviors and interventions/preventions.	Counselors	Parent meetings through feeder pattern presentations	55%	75%	90%	100%
5) Provide parent workshops in the areas of family domestic abuse, substance abuse, personal money management, parenting responsibility, adult education, etc. to impact the home environment of all students.	Counselors/CIS Coordinator	Monthly Parent Meetings	30%	60%	90%	
6) Promote parental involvement by providing notice to parents of all students about school related activities through callout, monthly newsletter, and breakfast drive thru.	Counselors, Teachers, and Administrators.	Use of parent news letter, marquee, and campus website.	20%	55%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Conduct parent meetings and other informational meetings to keep parents informed of school performance and the issues that affect student performance on state assessments. Provide small incentives for attendance.	Counselors, Teachers, and Administrators.	Monthly meetings.	15%	45%	75%	100%
8) Promote parental involvement by providing notice to parents of all students about school related activities t hrough a monthly newsletter.	Counselors, Teachers, and Administrators.	Letters home call outs campus web site social media (Twitter) monthly newsletter	5%	50%	90%	100%
9) Host Career Day luncheon to celebrate volunteers who provide services to all students.	Counselors and Administration.	Planning sessions and successful Career Day activities.	0%	0%	85%	→
10) Promote Communities in Schools to provide: *Academic support including tutoring and extended learning time *College and career readiness including *Enrichment activities *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	Campus Administration CIS Personnel	Tutoring logs Student referral logs Parent sign in sheets Counseling records Parent night presentations Home visiting logs	10%	60%	80%	100%
11) Conduct "Extended Day" through "lunch bunch" counseling support to provide services for students regarding character education, conflict resolution, coping strategies, etc.	Counselors, Administration	Reduced discipline referrals	5%	55%	90%	100%
12) Implement Falcon Pride Attendance and Discipline initiatives by grade level to be recognized every nine week period. Students will earn "Friday Free Dress" for having perfect attendance Monday-Thursday.	Teachers, Campus Administration, CIS Personnel	Increase in ADA to 98%	60%	75%	80%	100%
13) 13) Ricardo Estrada will be a PBIS Campus.	counselors, teachers, and administration.	A decrease in discipline referrals, increase in "positive referrals", and increase in student attendance to 98%.	55%	80%	90%	100%

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

Goal 2: The District will ensure a safe, well disciplined positive, learning environment for all students.

Performance Objective 2: Ensure that 100% of students can access Remote Learning programs

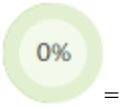
Evaluation Data Source(s) 2: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: continue with goal as needed

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: The District will operate efficiently, being fiscally responsible

Performance Objective 1: Ricardo Estrada Middle School will operate financially efficiently in working with all business matters that entail campus expenditures.

Evaluation Data Source(s) 1: Purchase requisitions were reviewed and approved in a timely manner to ensure cost effectiveness. Weekly meetings between the principal and budget clerk were conducted to review business matters.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue for 20-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Work toward achieving a monthly attendance rate of 98% or higher.	Teachers, Attendance Clerk, and Administrators.	Increased Averaged Daily Attendance. Increase in student incentives for perfect attendance	0%	60%	75%	→
2) Approve all Purchase Requisitions to ensure cost effectiveness.	Budget Clerk and Principal.	Savings on all materials and services.	5%	50%	80%	100%
3) Meet with budget clerk weekly to ensure budget is being expended on student materials and services for the 2018-19 school year.	Budget Clerk and Principal.	Instructional Materials are purchased in accordance campus plan	15%	75%	85%	100%
4) Energy use for the campus will be set on a time schedule for heating and cooling.	Administrators and teachers- Tommy Garcia	Savings on energy use.	30%	75%	65%	100%

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

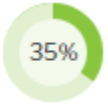
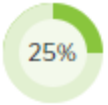
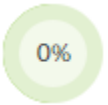
Goal 4: Utilize best practices for attracting highly qualified personnel and retaining highly effective employees.

Performance Objective 1: 100% of staff employed will be highly qualified in accordance with ESSA. (Teachers are provided with a minimum of 48 hours of staff development)

Evaluation Data Source(s) 1: 100% of all employed teachers are highly qualified. Ricardo Estrada Middle School will continue to offer staff development options of research-based best practices.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with plan

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) All teachers will receive training and assistance in the implementation of research-based instructional models Effective Teaming Strategies, Benchmarks, AVID WICOR Strategies, Common Instructional Frame Work, Strategies for STAAR Assessment, Lead4Ward, and Kagan to meet all students needs.	Administration and Curriculum Coach	Observations, Learning walks, PLC Meetings, Department meetings, Lesson Plans, Failure Reports.				
2) Offer various professional development opportunities that address specifically defined student learning goals; staff requests; and that are ongoing and in-depth to improve instruction for all students.	Administration	Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports.				
3) ESC 19 will be utilized for staff development sessions to improve instruction and achievement for all students. Presenters will be contracted to present to our teachers and staff ensuring student success through these trainings.	Administration.	Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports.				
4) 30 Hour GT training offered to all new teachers; 6 hour updates for teachers who already have their GT certification	Administration and GT Cordinator.	GT Updates provided and scheduled for teachers.				
5) Administrators, counselors and teachers will attend staff development training where applicable (AVID, TASSP, PBIS, Region 19)	ADMINISTRATION	Observations, Learning walks, PLC dialogues, Department meetings, Lesson Plans, Failure Reports.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: The District will include parents, community and business members in the education of all students.

Performance Objective 1: The campus will increase parental involvement by building a strong partnership with parents. (Parents will be provided with a minimum of 30 hours of parental involvement)

Evaluation Data Source(s) 1: Ricardo Estrada Middle School will hold monthly parent meetings to build cparent involvements with campus initiatives. Parents will be provided with information about state testing, character education, dangers of social media, and college and career readiness.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide parent workshops in the areas of family domestic abuse, substance abuse, personal money management, parenting responsibility, adult education, College Readiness, etc. to impact the home environment of all students.	Counselors and CIS	Parent sign in sheets Counseling records Parent night presentations Home visiting logs	10%	60%	80%	
2) Conduct parent meetings and other informational meetings to keep parents informed of school performance and the issues that affect student performance on state assessments. Provide small incentives for attendance.	Administration and Curriculum Coach.	Parent attendance and Sign in sheets. Call Outs Flyers Twitter	15%	60%	80%	
3) Promote parental involvement by providing notice to parents of all students about school related activities	Counselors and Administrators.	Flyers Campus Website Call Outs Social Media (Twitter)	15%	65%	90%	
4) Host Career Day luncheon to celebrate parents and volunteers who provide services to all students.	Counselors and CIS	Number of Career Day Presenters	0%	0%	20%	100%
5) Monthly Family Nights will be held to educate parents on various topics: state assessments, content information, dangers of social media, drug prevention, and positive parenting/peer relationships.	Counselors, CIS Coordinator, teachers, and Administration.	Attendance at Monthly Family Nights Sign In Sheets	35%	25%	80%	100%
6) Parents will be given and assisted with material helpful for their students to learn and be successful in their education and beyond with the assistance of their parents.	Counselors, CIS, teachers, and administration	Attendance at Monthly Family Nights Sign In Sheets	5%	5%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Provide workshops to assist parents in providing strategies to students to improve student learning and increase test scores.	Counselors, CIS, and Administration	Attendance at Monthly Family Nights Sign In Sheets	5%	35%	70%	
8) Educate teachers, principals, and other staff , with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners	CIS, Counselors, and Administration		0%	0%	55%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Clint Independent School District

William D. Surratt Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: C



Mission Statement

Our mission, in collaboration with the community, is to create confident, knowledgeable, and civic-minded students who strive to reach their potential in a safe and nurturing environment.

Vision

We commit to helping our students become critical thinkers and contributing members of society.

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Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups (LEP, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of STAAR in 2019-2020 accordingly: Reading/ELA; Mathematics; Writing; Social Studies; Science

Evaluation Data Source(s) 1: All student groups and student sub groups (LEP, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of STAAR accordingly: Reading/ELA 90%; Mathematics 90%; Writing 80%; Social Studies N/A; Science 90%.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Will be continued to school closure

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Continue classroom use of the district textbook adoption for all core subject areas.	Administrators Curriculum Coaches All teachers	Classroom observations Walk-through's Lesson plans Assessment results Student work				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 2) Implementation of all Balanced Literacy components to include: Word Study, Guided Reading, Shared Reading, Independent Reading, Writing to teach the 5 Components of reading during the ELAR block. We will continue to implement the following literacy programs this year: Houghton Mifflin Harcourt Read Aloud's Shared Reading Guided Reading Independent Reading Literacy Stations I-Station Language to Literacy Literature Circles Books of the Month Accelerated Reader Motivation Reading Imagine Learning IRead Renaissance Learning DRA/BAS Assessments Dictado Estrellita Seidlitz consulting Empowering Writers Talk, Read, Talk, Write System 44/Read 180 Fountas and Pinnell	Administrators All Teachers SPED Teachers Curriculum Coaches Librarian Lead Teachers	Improved performance on STAAR in all grade levels Increase of students reading on grade level Reduced failure rates in reading Improved scores on campus/district reading 3-6-9 checkpoints Implementation of reading strategies via walk-through's and observations Student work Student growth on reading levels	70%	80%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 3) Increase fluency and comprehension through the use of Running Records, Readers/Writers Workshop, LLI by F & P, guided reading, intervention of small group lessons of IStation, IRead, System 44, Imagine Learning, DRA/BAS Assessments, and Language Acceleration afterschool program: Language Power	Administrators All teachers SPED teachers Curriculum Coaches Special Program Teachers	Lesson Plans Formal and ongoing documentation of student progress Running Records Progress Monitoring through RTI, if necessary I-Station reports DRA/BAS assessments Walk-through's and classroom observations Triumph Targets/District high frequency words	65%	60%	75%	
Comprehensive Support Strategy 4) Provide interventions through small group instruction during the intervention time period during the school day in all classes and after school and Saturday tutoring. This will also be a component of the RTI Model as determined by math and reading assessment results: I-Station, district common assessments, 3-6-9 checkpoints, Imagine Learning, Renaissance Learning.	Administrators All teachers SPED Teachers Curriculum Coaches	Lesson Plans Classroom Observations Walkthrough/Benchmark Reports I Station Data DRA/BAS assessments records Imagine Learning records	55%	65%	80%	
Comprehensive Support Strategy 5) Provide appropriate instruction/procedures for interventions, and acceleration for all ELL students. ELL students will be assessed using appropriate testing materials such as: LAS Links, Pre-LAS and any other LPAC recommendations. Testing Services used for referral and assessment data to identify gifted and talented students. Implement the use of state and district approved assessments and incorporate general classroom supplies to increase engagement and success for sub populations such as At-Risk, GT, Dyslexia, Special Education and ELL students, Imagine Learning and System 44.	All teachers Special Education teachers Bilingual Teachers Administrators Curriculum Coaches GT Teacher Dyslexia Teacher Counselor	Student Progress monitoring Istation PASS Tuesday State Assessments Acceleration Lesson Plans Walkthrough/3-6-9 checkpoints Reports Aware Reports Performance Assessments LPAC documentation DRA/BAS Assessments	65%	65%	75%	
Comprehensive Support Strategy 6) Provide professional development for all teachers in the areas of: Balanced Literacy, Language Development (ELL students), Autism, Reading and Mathematics Strategies, STAAR, Imagine Learning, IRead, 7 Pasos, Region 19, Empowering Writers, Istation Reading and Math, F&P and HmH, Fundamental Five in order to improve ELAR scores.	Administrators Curriculum Coaches	Agendas Sign-in Sheets Region XIX Improved walk-through's and classroom observations Improved assessment scores Reduced failures in the ELAR Improved reading levels for students	35%	60%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 7) Identified students will participate in intervention with Title I support teacher	Title I Teacher Curriculum Coach Administration All teachers	Walk-through's and classroom observations Improved scores on reading, math, writing and science assessments 3-6-9 checkpoints Reduced failure rates	65%	70%	80%	
8) Identified students will participate in after school and intersession tutoring during the school year to support and monitor progress in all tested subjects. We will develop a tutoring plan based on individual student needs. Intersession	Teachers Administrators Curriculum Coach SPED Teachers	Sign-In Sheets Student Attendance Rosters Time and Effort Forms Tutoring Class Rosters Beginning and ending data reports for individual student progress Lesson Plans Formal and on-going documentation Campus Tutoring Plan Check-Off List	75%	70%	75%	100%
9) Provide software to help maintain accountability for all resources (F & P). Provide technology equipment, applicable components, supplies, peripherals, broadcast system and software to supplement instruction in all core subject areas such as IMAGINE Learning/ (TELPAS testing), Nearpod. Items include: Google Chromebooks, tablets/IPads, document cameras, Activboards, Headphones, interactive flat panel displays, laptops, computers, and installable computer software.	Administrators Campus technology coordinator	Observations, walkthroughs, training sign-in sheets	35%	40%	75%	100%
10) Identify students who are struggling in core subject areas, STAAR, and other needed areas presented by data and provide transportation for these students to attend and participate in after school, Saturday tutoring, and intersession.	Teachers Curriculum Coaches SPED Teachers Admniistration	Walkthrough Aware Assessment Reports Performance Assessment CBA's, 3-6-9 checkpoints	70%	70%	80%	
11) Provide intervention and informational nights for parents in the areas of reading, writing, math and science to inform parents on how to assist students at home to be more successful at school.	Teachers Curriculum Coach Administrators	Family Night Agendas Sign-in Sheets	25%	70%	80%	
12) Continue to identify and provide an enrichment period to support the Gifted and Talented (GT) program during the school day. The campus will also provide opportunities for GT students to participate competitively in TeamQuest (Adventures in Learning)	Administrators Curriculum Coaches All teachers GT Teacher		20%	45%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
13) Provide software (AR) to students and professional development to all teachers to improve all core subject and tested areas of instruction. Types of professional development are: IStation Empowering Writers Common Instructional Framework (CIF) StemScopes IRead TRS Balanced Literacy Language to Literacy Imagine Learning Renaissance Learning (AR) 7 Pasos (7 Steps) Dictado Alice Nine DRA/EDL Testing BAS Edusmart Fundamental 5 System 44 STAAR Talk, Read, Talk, Write AVID	Administration Curriculum Coach	Lesson Plans Walkthrough/CBA's and District Common Assessments Performance Assessment Student work displays	35%	30%	90%	100%
14) Will provide transportation to include registration fees for UIL, science expo, robotics, frontiers of your future (mini miners) teams to competitions on various locations. In addition give students the opportunities for college readiness -- Frontiers of your future (5th graders)- Mini Miners	Administrators Curriculum Coach Teachers Program coordinators	Scores at the UIL, robotics, science expo to be presented to campus staff.	35%	50%	80%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
15) To provide supplemental resources /materials, or software to support TEKS instruction & intervention to improve campus STAAR scores. Items to be purchased: Think up Science Think up Writing Think up Math Think up Reading Mentoring Minds Brainpop Storyworks and Storyworks Jr., Education Galaxy IMAGINE Learning Edusmart -Science	Administrators Curriculum Coach Classroom Teachers	STAAR Data 3-6-9 checkpoints Performance assessments	35%	75%	90%	→
16) Provide a well-balanced writing curriculum to all students which includes curriculum programs such as: Dictado/GK Word Play, Talk, Read, Talk, Write, Dictado, Readers/Writers Workshop to improve writing grades and performance on STAAR writing scores.	Administrators Curriculum Coach Teachers	3-6-9 checkpoints District Common Assessment Aware reports Lesson plans Student work displays Weekly & Monthly writing prompts	35%	55%	70%	→
17) Purchase and provide instructional materials and computer-based software to assist special education students. Items include: multi-sensory materials, visual aids, voice pattern programs, color printer and ink, printer to print visual aids. These items are to target areas such as speech articulation, language acquisition skills, reading, math, writing, and science.	SPED Teachers Classroom Teachers Curriculum coaches Administrators	Lesson Plans 3-6-9 checkpoints Student work displays	35%	60%	70%	100%
18) Professional development for administrators on strategies to increase student academic success in all content areas and school leadership. Professional development opportunities include: Region 19 PD, TEPSA conference, RTI conference, ASCD conference, Assessment conference, Model Schools conference, TCEA conference, Rigor, Relevance and Relationships conference, HmH & Fundamental 5, AVID, 21st century schools, PLC conference, F & P conference.	Administrators 5th grade teachers	Agendas Sign-in Sheets Region 19 Evaluation results	35%	45%	60%	→
19) To provide students with opportunities to attend educational enrichment, field and virtual field trips to support and enrich TEKS/campus based curriculum and instruction and to make connections to real world experiences.	Administration Teachers GT Teacher DI Coordinator UIL Coordinator	Lesson Plans Student work GT/DI Logs	35%	35%	70%	✗

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
20) To provide quality summer school remediation, interecession, and Klep in the areas identified by data to all students groups identified.	Administration Curriculum Coaches All teachers	Teacher Reports, Grade level meetings, TRS, I station scores.	35%	40%	60%	
21) Teachers will participate in professional development to build instructional knowledge base and learn strategies to implement in the classroom to serve ELL students. Professional development opportunities include: All district mandated bilingual teacher training, Seidlitz support and coaching, LLI by Fountas & Pinnell, 7 Pasos, Imagine Learning, NABE conference, TABE conference, Effective Border Schools conference, Region 19 trainings, SIOP Training.	Administrators Curriculum Coaches Teachers	Walkthroughs, improved lesson plans, student data on assessments Student data folders/datawalls	35%	55%	70%	
22) Provide resources to assess students in reading, writing, math, social studies and science at the Beginning, Middle and End of the year and as needed to conduct a diagnostic summary of student needs. (Formal) Assess only every 9 weeks, 3-6-9 checkpoints (ongoing)	Campus Principal Assistant Superintendent of Elementary Instruction	Student data, Teacher reports, lesson plans	35%	55%	85%	100%
23) Renew STEM Scopes licenses, to include Early Explorers to align all grade levels to teach Science TEKS, Edusmart	Administration Curriculum Coach Teachers	Increase use of Science Lab Improved scores on STAAR Science Assessment	35%	60%	75%	
24) Provide STEM learning opportunities for PK students through the use of instructionally supported, differentiated centers. Examples include: 3-D building, engineering creativity, tile centers, water station, physics application, technology applications for IPads, magnets, sand, links, manipulatives. This includes items to house these materials such as, storage units, cabinets, shelving, chairs, tables, and carpets. General supplies to manage these centers are also considered such as, paint, paper, glue, scissors, markers, crayons, dry erase boards, posters, etc.	Administration Curriculum Coach Pre-Kindergarten teachers District personnel	Increased ability to apply science concepts Improved social skills	20%	60%	70%	
25) Provide supplemental materials to support science instruction to help students meet state assessment benchmarks which includes materials such as, laser pointers, modeling clay, nitrile gloves, magnets, magnetic wands, energy balls, motors, copper wire, lamp socket, batteries, and other materials to conduct hands-on science related lab work.	Teachers Administrators Curriculum Coahces	Increased hands-on science lab experiments connects concepts taught to real-world application; Increased scores on STAAR assessment	20%	55%	65%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
26) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: William David Surratt Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: System Safeguards-To ensure all ELL and special education students meet expectations in all areas of STAAR (reading, math, writing and science) in order to meet system safeguards this year.

Evaluation Data Source(s) 2: To meet System Safeguards for ELL and special education students in all areas of STAAR (reading, math, writing and science) through more prescribed instructional efforts such as, in-school intervention, ELD time, instructional support via inclusion services, RTI meetings, PLC collaboration and follow-up, and professional development for all staff.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Will be continue due to the school closure

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Allot an English Language Development (ELD) time period during the school day to support language acquisition in all grade levels; Incorporate Imagine Learning program in English and by Fountas & Pinnell, HMH, language acquisition program to develop reading skills for all ELL students.	Administrators Curriculum Coach Counselor Teachers Title I teacher	Increase 3-6-9- checkpoint scores STAAR Scores District Common Based Assessments Reports	35%	40%	80%	
Comprehensive Support Strategy 2) Implement individual tutoring plans for all special education students to monitor progress by each 3-6-9 checkpoint. These will be created for math, reading, writing and science.	Administration Sped teachers	Improved scores in all core subject areas Improved scores on STAAR assessment	35%	60%	85%	100%
Comprehensive Support Strategy 3) Utilize RTI program model to refer and provide intervention for all ELL and Sped students who are referred for failing subjects, unsatisfactory performance on STAAR, and not reading on grade level.	Administration All teachers Counselor		35%	45%	70%	
4) Provide an intervention time during the school day to focus on instructional needs of students based on assessment data.	Administration Teachers System 44	Improved scores	35%	50%	80%	100%

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

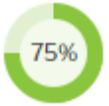
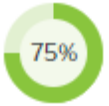
Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 1: All staff and students will participate in the campus Positive Behavior and Intervention Support component of the 3 Tier Program as recommended by the TEA Response to Intervention Blueprints.

Evaluation Data Source(s) 1: Reduced number of discipline referrals and counselor referrals for behavior issues and bullying;

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Establish systems and goals for PBIS

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Campus Safety Committee will meet at least once a semester to review safety procedures and conduct emergency safety drills (i.e. fire, lockdowns, shelter-in-place)	Administration Counselor Office Staff Custodian Security personnel	Monthly Fire drills monitoring sheets Timely evacuations				
2) Increase campus parental involvement and communication by providing more opportunities for parents to come to campus to participate and attend PD/Conferences. This will assist in improving student behavior and the overall school environment. Parental involvement opportunities include: Open House, STAAR informational nights, Family Literacy nights, Trainings (Region XIX, Region X, Region XVI) Parent/Teacher Conferences, School Programs, Awards assemblies, Coffee with the administration.	Administration Counselor Classroom Teachers CIS	Sign in sheets Agendas Information flyers for meetings Meeting minutes More parent volunteers More parental involvement				
3) Provide parents with campus and district information on district curriculum, district and campus policies and initiativew, and volunteer opportunities in order to promote parent involvement in campus committees such as Campus Improvement Committee (CIT), District Improvement Committee (DIC), Parent-Teacher Organization (PTO), Parental Engagement Conference (Region 19), LPAC	Administration Teachers Librarians Counselor CIS	Sign in sheets, Agendas, Parent information flyers for meetings. Minutes of meetings.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
4) Offer Communities in Schools program coordinator to provide: academic support in all areas, tutoring, after school homework club, extended learning time, Saturday camps, College and career readiness activities, enrichment activities including health and human services, basic needs, parent and family involvement activities, conduct home visits, and assist in providing supportive guidance to counselor.	Administration CIS Counselor	Tutoring logs Student referral logs Parent sign in sheets Counseling records Parent nigh presentations Home visit logs	20%	45%	75%	→
5) Will offer after school sports programs such as robotics, technology cafe, baseball, softball, football, cheerleading, basketball, and volleyball to motivate students to improve their grades and school-wide behavior and improve parent participation.	Coaches Teachers Administrators	Teams having success through winning seasons. Student rosters, permission sheets	20%	85%	90%	100%
6) PBIS emphasizes school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Implementation activities require professional development from Region 19 and will include technology purchases (T.V.s), training, and the use of Class Dojo to communicate and develop positive student behavior and safer schools.	Counselor CIS Teachers Administration All campus staff	Decreased referrals to the office, improved student behavior Monthly discipline reports will be generated	35%	55%	85%	→
7) Provide in-depth training on the PBIS program to faculty, staff and parents. This includes attending the PBIS conference at Region 19 and site training on Class Dojo.			35%	55%	85%	100%
8) Implement circles as a restorative discipline practice for all students. This initiative will support social/emotional capacity of students & teachers. Staff will attend Region 19 PD to develop learning practices to implement in classrooms and with students school wide.	Counselor Administration	Get to know students needs, building of social emotional capacity	20%	10%	55%	→
9) Registration Fees and supplies to include after school enrichment programs such as robotics, art club, dance club to further student application and learning. Items include, sphero robotics, battery packs, lego robots and kits, mindstorm kits, bee bot robots and parts, competition mats, power chargers, expansion slots, various art supplies, music equipment and costumes.	Technology Coach Teachers Assistant Principals Curriculum Coaches Principal		20%	50%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished


= Continue/Modify



= No Progress


= Discontinue

Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 2: All faculty and staff will implement a systematic plan of Response to Intervention (RTI) to address specific student behavior issues. This plan will include intervention coaching and progress monitoring of interventions where RTI members will meet frequently and consistently to ensure systematic implementation.

Evaluation Data Source(s) 2: Reduced number of RTI referrals for classroom management issues involving student behavior.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Will be a targeted focus for the upcoming year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Implement a systematic, consistent Response to Intervention program that requires a core placement committee to meet at least twice a month to discuss students who are being referred to RTI for classroom behavior issues, frequent disciplinary action or students frequently recommended for counselor intervention. The follow-up committee tracks interventions and makes recommendations based on progress monitoring information. Program implementation requires professional development from Region 19.	Administration All campus staff Counselors	Decreased discipline referrals Decreased RTI referrals	20%	25%	75%	
2) PLC's will meet once a week during PASS Tuesday to disaggregate data, discuss students recommended and follow-up for RTI processes, discussion of lesson plans and curriculum and teachers sharing interventions and best teaching practices to better service students in the classroom.	Administration	CORE notes RTI summary input into Skyward Lesson Plans CBA's District Common Assessment Eduphoria Aware reports	20%	55%	80%	100%

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

Goal 2: William David Surratt Elementary will ensure a safe, well-disciplined, positive learning environment for all students.

Performance Objective 3: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 3: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue the remote learning process through the last nine weeks

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	95%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: William David Surratt Elementary will operate efficiently, being fiscally responsible.

Performance Objective 1: WDS will have an Instructional Leadership Team (ILT) to review campus and district goals, review budget items and address campus needs. This team will also ensure funds are allocated, tracked and encumbered appropriately.

Evaluation Data Source(s) 1: All campus allocated funds will be encumbered by district stated deadlines. The CIT will meet every month to review campus needs and make adjustments as necessary.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Established strong leadership team

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) The CIT will meet at minimum twice a semester to review school-related goals and address campus needs. Any member of the CIT may call a meeting to address campus issues.	Administration Teachers CIT members Parents Community members	More transparency in the decision-making process for our campus.	20%	45%	55%	
2) The ILT will meet twice a month to discuss and review campus initiatives, classroom instructional strategies and discuss feedback in order to promote change at the campus level.			20%	60%	75%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 3: William David Surratt Elementary will operate efficiently, being fiscally responsible.

Performance Objective 2: Produce an average yearly attendance rate of 98%.

Evaluation Data Source(s) 2: Share the Average Daily Attendance (ADA) report with all faculty and staff weekly. Provide more students incentives to promote attendance.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Goal is be 98% for upcoming year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Creation of an Attendance Committee to provide guidance on students who have severe attendance issues.	Administration Classroom teachers CIS Attendance Clerk	Improvement of attendance	35%	50%	75%	100%
2) Implementation of a campus wide Perfect Attendance initiative that will be supported by each teacher. Each class will spell out, Perfect Attendance and by earning all of the letters classes will be earn a tier system of prizes, to include free dress for a week, ice cream party, popcorn party etc.	Teachers Administration Attendance Committee	Improvement of attendance	35%	55%	85%	100%
3) Every Month WDS will implement an attendance challenge that will encourage students to come to school. Students that have perfect attendance during those challenges will earn a free dress pass.	Teachers Administration	Improvement of attendance	35%	40%	75%	100%
4) Develop system of monitoring of students who arrive tardy or are absent frequently will be collected by teachers. Teachers will contact parents of students with frequent absences. If absences continue, office will contact parents along with attendance officer.	Attendance Clerk Teachers Administration		35%	40%	60%	

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

Goal 4: William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: WDS will be in compliance with all state and district standards for all certified personnel.

Evaluation Data Source(s) 1: All certifications will be up-to-date with district and state standards for certified personnel.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) All WDS faculty will be fully certified as applies to state and district standards. All certifications will be up-to-date.	Administration Central office personnel	Certification data	20%	100%	100%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 4: William David Surratt Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: All faculty and staff will participate in targeted, appropriate professional development designed to further their craft.

Evaluation Data Source(s) 2: All faculty and staff will have participated in at least one professional development session each semester.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to provide on-going professional development required for new programs such as Dual Lang.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide professional development in the following areas: Balanced Literacy Components, Pre-Kindergarten grant initiatives, Google Chromebook/Google platform, STAAR, technology initiatives, 7 Pasos, Stem Scopes, IRead, HMH, The Dictado, Renaissance Suite, Imagine Learning, Edusmart, System 44, AVID	Administration Curriculum coach Teachers IS Personnel	Walkthrough data, STAAR scores	35%	50%	85%	→
2) Provide professional development to all administrators, counselors, nurse, curriculum coach in their respective areas of support. This professional development will be offered by the district, Region 19, out of district and out of town, if necessary.	Administrators Curriculum coach Counselor Nurse	Increased awareness and effectiveness in respective areas.	20%	50%	75%	→
3) Create a technology cohort of teachers and administrators that will attend the TCEA and ISTE conference in support of technology initiatives. Technology comiittee members and those attending will be required to become a TOT, which will help to develop capacity in our teaching staff. Members will also be point of contacts on any concerns or improvements in respect to technology equipment/software/PD.	Administration Teachers Curriculum coach Technology coach	Improved abilities in the area of technology implementation in the classroom and instruction.	35%	55%	90%	100%

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

Goal 5: William David Surratt Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: Incorporate the input of parents, community and business members in the decision-making process at the campus level.

Evaluation Data Source(s) 1: Parents, community members and business partners will participate in PTO, CIT and PAC committees to communicate ideas about WDS.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Will continue to enhance parent communication protocols

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) WDS will host a variety of campus activities throughout the school year to promote participation of parents, community members and business partners. Activities include: parent open house, family literacy nights, STAAR information nights, Parent/Teacher Conference Nights, Pee-Wee track meet, Father/Daughter dance, Mother/Son activities, Chili Cook-Off, student performances	Administrators Counselor PTO CIT committee	Sign in sheets for participation will prove increased participation. Agendas Minutes	20%	60%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Clint Independent School District

Red Sands Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Clint ISD Mission

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for *the student* to maximize personal potential.

La mision del Distrito Escolar Independente de Clint es de preparar a todos los estudiantes para que sean ciudadanos exitosos. El Distrito trabajara en conjunto con la comunidad y con la familia para crear oportunidades para que *el estudiante* desarolle su potencial personal.

Red Sands Elementary School Mission Statement

The mission of Red Sands Elementary is to create and maintain a positive environment that ensures students attain grade-level skills, verified by academic measures. It is our purpose to educate all students to high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Value Statement

Red Sands is passionate about providing students the opportunity for growth academically, socially, emotionally, and physically, by implementing a variety of resources and the use of data to meet each student's individual needs.

Red Sands provides students a clean, safe, and appealing environment that implements state of the art technology in classrooms and labs, instructional materials that target the different learning styles of students, and opportunities to become involved in activities during and after school.

Red Sands cherishes our parents and community, partnering with them in the education of their children and providing a positive school environment. Parents are provided opportunities to improve their child's education as well as improve their own learning.

Red Sands teaches all children to be goal setters academically and in life. College is a major focus at Red Sands in order to foster attending college as a goal and to instill knowledge about colleges early in their educational development.

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Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the READING STAAR by 2019-2020 accordingly: Reading/ELA + 5%

Evaluation Data Source(s) 1: I-STATION, DRA, EDL, I-Read, Imagine Learning, LEXIA, STAAR, and TELPAS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Implement Balanced Literacy Model using the Fountas & Pinnell Framework and F7P Classroom to include: a) Read Alouds b) Talking About Books c) Partner Reading d)Independent Reading e)Shared Reading f)Phonemic Awareness and Phonics (Word Study) g) Guided Reading h) Vocabulary I) Reading Conferences j) Fluency and Comprehension k)Systems 44/Read 180	Campus Administration Curriculum Coach CIT	a) Walk-Throughs b) Benchmark Data(DATA) c) PLC Information(Grade level Mtgs) d) Training Evaluations e) Calendar of Activities	50%	60%	70%	
Comprehensive Support Strategy 2) Attain curriculum coach to model lessons, coach and train teachers on each of the components of Balanced Literacy	Campus Administration CIT	I-Station TELPAS STAAR	85%	90%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 3) Purchase materials in English and Spanish provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading books, guided reading/running records, shared reading, and genres to align with the TEKS and STAAR. Scholastic's will be used as an additional tool during intervention as a resource material to help students with phonics and comprehension. Use of chart tablets to provide anchor charts to model concepts for students. Purchase paper and headphones for Telpas writing samples and testing. Teachers will be given supplies/materials to help all ELL students. Purchase materials for AVID.	Administration Curriculum Coach Teachers	a) Purchase Order Reports b) Benchmark Data (Eduphoria) c) PLC Information(Grade level Mtgs) d) I-Station e) TELPAS f) STAAR	85%	90%	95%	100%
Comprehensive Support Strategy 4) Expand classroom libraries and the leveled library to support balanced literacy.	Campus Administration Teachers Curriculum Coach	a) Purchase Requisitions b) Library Inventories	80%	90%	95%	100%
Comprehensive Support Strategy 5) Assess students using I-Station software, DRA/EDL, LEXIA, Learning A-Z and LAS,/LINKS to identify and provide interventions and enrichment instruction based on individual needs using classroom computers. Assessment will provide guided instruction at the student's individual reading level.	Administration Curriculum Coach Teachers	a) Benchmark Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL data f) Running Records	75%	80%	90%	100%
6) Follow the TRS YAG and IFD to increase rigor and develop common assessments. (90 minute planning block each Thursday to plan and develop lessons).	Administration Curriculum Coach Teachers	a) Year At a Glance b) TRS IFD c) Lesson plans d) Common Assessments	60%	70%	80%	100%
Comprehensive Support Strategy 7) Provide training, modeling, and coaching. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Pre K Guideline, Balanced Literacy implementation, and providing effective student interventions and provide Sped students with a safe place. Model instructional practices using book of the month.	Administration Curriculum Coach Teachers	Benchmark Data Walk Throughs	45%	60%	70%	100%
8) Purchase furniture to include easels, carpets, tables.... necessary to deliver effective instruction and support campus support operations.	Administration	Walk Throughs	10%	10%	10%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
9) Attain a Systems 44 teacher (Intervention teacher) to model, coach, train and support instruction.	Campus Administration	Benchmark Data STAAR DRA TELPAS	70%	80%	85%	100%
10) Maintain a 120 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.	Campus Administration	a) Walk-Throughs b) Benchmark Data (Eduphoria) c) PLC Information(Grade level Mtgs) d) Training Evaluations e) Calendar of Activities	60%	70%	85%	100%
11) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	

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

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

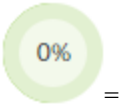
Performance Objective 2: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the WRITING STAAR by 2019-2020 accordingly: Writing + 5%

Evaluation Data Source(s) 2: STAAR, TELPAS

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Follow implementation of Empowering Writers, and Thinking Maps materials/programs in conjunction with TRS to align with the writing TEKS and changes in STAAR.	Administration Curriculum Coaches Teachers	STAAR Benchmarks Student Products TELPAS Writing	45%	60%	80%	100%
2) Continue a sequential plan for teaching modern manuscript handwriting using HMH and Universal Hand writing.	Administration Curriculum Coaches Teachers	Benchmarks Student Products Unit Assessments TELPAS	30%	60%	80%	100%
3) Provide training to align to balanced literacy and Empowering writers. Include grammar, writers workshop, and Empowering Writers training.	Administration Curriculum Coaches Teachers	Benchmark Unit Assessments	55%	70%	80%	100%
Comprehensive Support Strategy 4) Train teachers on 7 Pasos and implement the strategies to support writing across all content areas.	Administration Curriculum Coaches Teachers CBLT	TELPAS Writing Benchmarks Unit Assessments.	20%	100%	100%	100%



= Accomplished  = Continue/Modify 

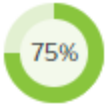
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Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 3: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the MATH STAAR by 2019-2020 accordingly: Mathematics + 5%

Evaluation Data Source(s) 3: STAAR, I-STATION, STEMSCOPES

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Use TRS YAG and IFD to plan lessons in all areas of the math TEKS with emphasis on: addition and subtraction w/whole numbers and decimals, multiplication and division, and underlying processes and mathematical tools (problem solving embedded). including web-based programs to support instruction.	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans				
2) Integrate multi-step problem solving into daily instruction.	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs e) Benchmark Data f) Common Assessments g) PLC Mtgs/Lesson Plans				
3) Target reading and decoding skills of LEP students to improve comprehension on math problem solving and the ability to understand directions and problems. Increase math vocabulary skills.	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans				
4) Implement a variety of digital and hard copy materials to support mathematics in all reporting categories. (IPADS, software subscriptions.)	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs e) Benchmark Data f) Common Assessments g) PLC Mtgs/Lesson Plans				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Utilize unit and common assessments as well as Performance Assessments to measure student mastery while following TRS during weekly 90 minute planning time	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans	70%	80%	90%	100%
6) Integrate math facts into daily/weekly instruction so students can process information on multi-step problems. Purchase, implement, and train on: electronic media, instructional materials, Flipped lesson materials, lab materials, equipment, and supplies, and STAAR practice materials.	Campus Admin Teachers	a) Benchmark Data b) Common Assessments c) Performance Assessments	80%	85%	90%	100%

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

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 4: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the SCIENCE STAAR by 2019-2020 accordingly: Science + 5%

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Implement state recommended lab times using the K-1 lab, 2-3 lab, and 4-5th lab. Integrate science focused informational text into reading/language arts.	Campus Admin. Teachers Dist. Coord	a) Walk-Throughs b) Benchmark Data c) STAAR d) Common Assessments	50%	70%	80%	100%
2) Purchase, implement, and train on: electronic media, instructional materials, lab materials, equipment, and supplies, and STAAR practice materials.	Campus Admin. Teachers	a) Walk-Throughs b) Benchmark Data c) STAAR d) Common Assessments e) Purchase Order Reports d) Performance Assessments	50%	70%	80%	100%
3) Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the science lab and classroom	Campus Admin. Teachers	a) PLC Mtgs b) Purchase Order Reports c) TRS d) Calendar of Activities	50%	70%	80%	100%
4) Follow TRS lessons and IFD aligned to the YAG to plan science instruction and develop common assessments. Implement 90 minute planning time on Thurdays to help plan for science.	Campus Admin. Teachers Curriculum Coach	a) Walk-Throughs b) Benchmark Data c) STAAR d) Common Assessments e) Purchase Order Reports f) PLC Mtgs	60%	75%	85%	100%
5) Provide field trips and virtual field trip experiences aligned to science TEKS to build background knowledge for students to relate to concepts in real life applications that align to the TEKS.	Campus Admin. Teachers	a) Purchase Order Reports b) PLC Mtgs	50%	65%	75%	100%
6) STEMscopes license renewal to align all grade levels to teach Science TEKS.	Campus Admin Teachers Curriculum Coach	a)Year-at-a-Glance (YAG) b)Benchmark Data c)Common Assessments	50%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 5: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all STAAR in 2019-2020 accordingly: Reading/ELA +5%; Mathematics +5%; Writing +5%; Science +5% by RECEIVING INTERVENTIONS AND ENRICHMENT ACTIVITIES TO MEET INDIVIDUAL NEEDS

Evaluation Data Source(s) 5: I-STATION, DRA/EDL, STAAR, TELPAS

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) 1) Identify students for subpopulations such as at-risk, GT, LEP, Pre K, SPED... using state and district approved assessments, processes, and procedures to provide appropriate instruction, services, interventions, and enrichment... Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of reading):	Campus Admin. Curriculum Coach Teachers Counselor GT Teacher	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station				
2) Read professional literature to align to balanced literacy, test talk, reading strategies, interventions, grammar, and writing initiatives	Campus Admin. Curriculum Coach Teachers Counselor Special Program Teachers	a) Teacher Reports (Grade level Mtgs) b) RTI Mtgs/data reviews				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 3) Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring//Saturday School (2-5 Tutoring and STAAR Tutoring) Enrichment/Reading Computer Lab Intervention Week Intersession Week Instructional Materials	Campus Admin. Curriculum Coach Teachers Counselor Reading Computer Lab Aide	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station	60%	70%	80%	100%
4) Implement a skills based intervention program both during the school day, after school, Saturdays, and during summer interventions. Emphasis will be on core skills such as reading, math, writing. EL students will also focus on language development.	Campus Admin. Curriculum Coach Teachers Counselor	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station	50%	65%	80%	100%
5) Provide opportunities that will enrich student learning such as UIL, science expo, robotics, math bowl, student activities and jobs on the campus, clubs, intramurals.	All Staff	a)Number of Students participating b)Surveys	50%	70%	80%	100%
6) Provide students with field trip and virtual field trips experiences to build background knowledge so that students can make connections to real life situations with what they are studying	Campus Admin. Teachers	a) Teacher Reports (Grade level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports	25%	50%	75%	100%
7) Purchase and provide opportunities that support GT students through instructional materials and filed trips that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.	GT Teacher Campus Admin.	a) Teacher Reports b) Participation in competitions such as Math Bowl, UIL, Destination Imagination... c) Gains in performance on STAAR	50%	65%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 8) Provide transportation for after school tutoring, Saturday tutoring and Intersession Acceleration STAAR camps to provide interventions to students to be successful in mastering the TEKS and STAAR.	Campus Admin. Curriculum Coach Teachers Counselor	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station	60%	70%	80%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 6: With integrated TECHNOLOGY and supplemental instruction using technology all student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the STAAR in 2019-2020 accordingly: Reading/ELA +5%; Mathematics +5%; Science +5%

Evaluation Data Source(s) 6: STAAR Report

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Purchase software, online subscriptions, such as Accelerated Reader, hardware (computers, screens, tablets, projectors, document readers, and Smart TV), and general supplies to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support with the target of updating computers and chrome books.	Campus Admin. Teachers CTC	a) STAAR Report b) Purchase Order Reports c) TRS d) Walk-throughs e) Lesson Plans	55%	70%	80%	100%
2) Provide training to enable staff members to implement technology into daily instruction.	Campus Admin. CTC	CTC a) STAR Report b) Eduphoria	50%	65%	75%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 7: All students groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state FITNESS requirements in 2019-2020

Evaluation Data Source(s) 7: STATE FITNESS TEST and SURVEYS

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Implement a TEKS aligned PE curriculum to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:35 teacher/student ratio	Teachers PE Teachers	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities e) Campus Surveys	50%	100%	100%	100%
2) Schedule recess before lunch and serve healthy meals with multiple choices and salad bar to encourage better nutrition and eating habits	Campus Admin. Cafeteria	a) Menu b) Schedule	45%	65%	75%	100%
3) Encourage family involvement in health activities through Fitness Fridays and other monthly family activities (Chalk the Block, Kite Day, Bubble Day etc.)	Campus Admin. Teachers PE Teachers	a) Calendar of Activities b) Flyers, Newsletters	50%	80%	90%	100%
4) Promote tobacco, alcohol, and drug prevention	Campus Admin. Teachers PE Teachers Counselor MVHS Students and Teachers	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Lesson Plans	50%	65%	80%	100%
5) Implement Eat Smart Program.	Campus Admin. Teachers PE Teachers Cafeteria	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Menu	90%	90%	95%	
6) Participate and implement district school health advisory council recommendations and policy changes	Campus Admin. PE Teachers Parents Nurse	a) Meeting Agendas b) Meeting Minutes	50%	65%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 8: The Campus will provide SUPPLEMENTAL SERVICES (teacher assistants) and supplemental instruction (supplemental programs) to students to support and increase student achievement.

Evaluation Data Source(s) 8: I-STATION, STAAR, PK Assessments, TELPAS results

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Support Staff-Instructional Aides (Teacher Assistants) PIC 21 PIC 22 PIC 23 PIC24/30 PIC 25 PIC 31 PIC 32	Campus Admin. PK Aides, Title I Aides	a) Teacher Reports (Grade level Mtgs) b) Benchmark Data (Eduphoria) c) STAAR d) AEIS/AYP	50%	65%	80%	100%
2) Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32	Principal, Assistant Principal, Curriculum Coach, Computer Teacher	a) Teacher Reports (Grade level Mtgs) b) Benchmark Data (Eduphoria) c) AEIS/AYP	50%	70%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 1: All students and adults will participate in activities that will promote greater SAFETY AND SECURITY

Evaluation Data Source(s) 1: Campus Crisis Management Plan and Evaluation Questionnaire/Checklist

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Crisis management team will meet to review and evaluate procedures each semester.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	50%	70%	80%	100%
2) Implement a system to check visitors who do not have a visible visitor pass	Campus Admin. Office Staff Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	70%	80%	90%	100%
3) Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.	Campus Admin. Office Staff Security Custodians	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	90%	95%	95%	100%
4) Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus	Campus Admin. Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Safety/Security Audits/Inspections d) Campus Crisis Mgt Team Evaluation/Minutes	80%	90%	95%	100%
5) Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. and Montana Vista Fire Department.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs)	80%	85%	90%	100%
6) Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention	Campus Admin. Security Counselor	Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes	70%	80%	90%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Train staff in first aid, CPR, medical screenings, and use of AEDs Identify them on the evacuation maps.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	50%	75%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 2: All students will participate in activities and lessons that teach CHARACTER AND HEALTHY LIVING to reduce campus referrals and discipline.

Evaluation Data Source(s) 2: AEIS, PEIMS, Safe Drug Free Survey

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Character Counts education and PBIS Expectations that will be integrated into the daily instruction and into individual social behavior. As part of this strategy, Character Counts and PBIS Expecations will be integrated in messages to the parents and community	Campus Admin. Teachers Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities c) Discipline Referral Reports	35%	65%	80%	→
2) Red Ribbon Week activities promoting drug free decision making	Campus Admin. Teachers Counselor	a) Calendar of Activities	50%	70%	90%	100%
3) Cowboy Strong and Proud Cowboy campus award ceremonies celebrating student successes and improvements	Campus Admin. Teachers Counselor	a) Calendar of Activities	95%	95%	95%	100%
4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.	All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals	70%	75%	85%	→
5) Provide counseling and family services from outside agencies with the assistance of a coordinator from Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help.	Campus Admin. Teachers Counselor Communities in Schools Social Worker	a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation	85%	90%	95%	100%
6) Establish a system of setting goals with rewards for reaching academic and behavior goals	Campus Admin. Teachers Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities	60%	75%	85%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Celebrate achievements on boards in hallway and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior	Campus Admin. Teachers Counselor Parents Office Staff	a) Calendar of Activities	50%	70%	85%	100%
8) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	Campus Administration CIS Personnel	Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	75%	80%	90%	100%

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

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 3: All students will be taught in a FACILITY that is well maintained and equipment is in good repair.

Evaluation Data Source(s) 3: Annual facilities reports and needs assessment reports

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	35%	50%	80%	100%
2) Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the library)	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	50%	70%	85%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 4: All Teachers and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Evaluation Data Source(s) 4: Annual CNA

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, chart tablets... PROVIDE TEACHERS WITH INSTRUCTIONAL SUPPLIES AND MATERIALS FOR PROJECTS AND EXPERIMENTS FOR GT STUDENTS	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA	80%	85%	90%	100%
2) Provide teachers, staff and administration with supplemental supplies for instructional use.	Clerks, Campus Admin	a) Inventory b) budget and PO reports c) CNA	80%	85%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 5: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 5: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 5: Exceeded Performance Objective

Next Year's Recommendation 5: All students who needed a hotspot were provided one

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: At Red Sands Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be HIGHLY QUALIFIED in accordance with ESSA

Evaluation Data Source(s) 1: Teacher retention, Attestation Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Ensure that all teachers are certified in the appropriate subject or grade.	Campus Admin.	a) SBEC b) Personnel Reports	95%	95%	95%	100%
2) Recruit and interview teacher and paraprofessional candidates who are certified for available positions.	Campus Admin	a) SBEC b) Job Fair Sign In Sheets	90%	95%	95%	100%
3) Participate as a teacher preparation site for UTEP and Sul Ross University to train interns and have greater opportunity to recruit interns as RSE teachers.	Campus Admin.	a) Teacher Reports (Grade level Mtgs) b) Intern Rosters	80%	85%	90%	



= Accomplished

= Continue/Modify


= No Progress

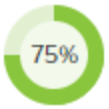
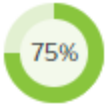
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Goal 3: At Red Sands Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Red Sands and Clint ISD will provide PROFESSIONAL DEVELOPMENT to the staff in content areas including technology integration. (Approximately 6-7% of the 187 contracted days for teachers)

Evaluation Data Source(s) 2: Staff evaluations (T-TESS and professional), increase testing scores in all areas of campus, district, and state exams.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide professional development to all staff members to retain highly qualified teachers . Professional Development to support raising effective teacher performance	Campus Admin.	a) Calendar of Activities b) Training Sign In Logs				
2) Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals, to include: Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of all students including subpops. GT Training to certify all teachersPlanning, alignment, and intervention sessions provided for each grade level TEPSA LEAD4WARD AVID District Training Conflict Resolution Day to day operations and instructional practices	Campus Admin. Teachers Curriculum Coach	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs)				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
3) Weekly leadership meeting and weekly teacher newsletter	Campus Admin.	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs) d) Agendas	90%	95%	100%	100%
4) Implement PLC model with a weekly 90 minute planning block to give teachers time to plan instruction, develop common assessments, analyze data, and increase depth/rigor. Provide PLCs plan using the TEKS, YAG, IFD, create common assessments, and plan out instruction.	Campus Admin. Teachers Curriculum Coach	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs)	95%	95%	95%	100%
5) All teachers and administrators will be afforded the opportunity to develop leadership skills through weekly Campus Based Leadership Team (CBLT) meetings.	Campus Administration	Weekly CBLT minutes T-PESS	75%	80%	85%	→

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

Goal 4: All Red Sands Elementary students will graduate from high school and be college and career ready.

Performance Objective 1: All student group and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to ATTEND SCHOOL, complete school, and proceed to post secondary education. The attendance rate will increase to 97.5%.

Evaluation Data Source(s) 1: PEIMS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Maintain ADA above 97% with a target of 97.5% using student incentives.	Administration Teachers	PEIMS Report	50%	70%	85%	
2) Career activities through lessons, research, and career week.	Campus Admin Counselor Teachers	a) Lesson Plans b) Calendar of Activities	70%	80%	85%	
3) Provide a positive learning environment that promotes daily attendance along with incentives that reinforce daily attendance.	All Campus Staff	a) Campus Surveys	70%	80%	85%	100%
4) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	Campus Admin. Teachers Office Staff Nurse Counselor	a) Campus Surveys b) Communication Portfolio	60%	75%	85%	100%
5) Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, extra time for lunch, coupons, pencils, certificates, and prizes)	Campus Admin. Teachers Counselor Office Staff	a) Communication Portfolio b) Purchase Order Reports c) PEIMS Reports	60%	75%	85%	100%
6) Admin. meet with parents for compulsory attendance related issues.	Campus Admin. Teachers Nurse	a) Communication Portfolio b) Purchase Order Reports c) PEIMS Reports	70%	80%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Red Sands Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: The campus will increase PARENTAL INVOLVEMENT by building a strong PARTNERSHIP WITH PARENTS. (Monthly Parent Meetings, Parent Workshops, and Parenting Classes)

Evaluation Data Source(s) 1: Title 1 Binder, Program Checklist, and Survey

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide training/materials and books that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse	a) Calendar of Activities b) Survey Data c) Student Data (all sources to identify needs)	50%	75%	85%	100%
2) Communicate with newsletters, website, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish	Campus Admin. Site Base Team	a) Federal Programs Binder	70%	80%	85%	100%
3) Review, amend , and implement annual Title I Parent/Teacher/Student Compact	Campus Admin. Site Base Team	a) Federal Programs Binder	70%	80%	85%	100%
4) Inform parents of student progress through timely conferences, notes, progress reports, Class Dojo, Skyward Parent Portal, and phone calls	Teachers	a) Survey Data	90%	95%	95%	100%
5) Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis . Find ways to make parents feel more welcome and acceptable of what the parents know vs. what they don't know	Campus Admin. Teachers Office Staff	a) Volunteer Report b) Communication Portfolio	80%	85%	90%	100%
6) Empower parents and community members to lead school activities and programs.	Campus Admin. Teachers Curriculum Coach Counselor	a) Survey Data b) Communication Portfolio	70%	80%	85%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.	Campus Admin. Counselor	a) Survey Data b) Communication Portfolio c) Head Start Calendar	70%	80%	85%	100%
8) Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.	Campus Admin. Teachers Curriculum Coach Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities c) Flyers, Newsletters	85%	90%	95%	100%
9) Provide parent training to better assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies. Provide training for Counselor to better assist in Parental Involvement	Campus Admin. Teachers Curriculum Coach Counselor CIS Coordinator	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Flyers, Newsletters	80%	85%	90%	100%
10) Hold monthly community events that promote campus goals and brings the community together. Provide snacks and materials to the parents	Campus Admin. Teachers Curriculum Coach Counselor Social worker CIS	a) Sign in sheets b) Agenda c) Calendar of Activities d) Flyers and Newsletters	75%	85%	90%	100%

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

Clint Independent School District

Desert Hills Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

The staff of Desert Hills Elementary School will perform as a collaborative team of interdependent team members to ensure that all students learn to high academic, social and behavioral standards.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Vision

Together We Build Tomorrow

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Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: Performance Objective 1:
All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the READING STAAR by 2020 accordingly: Reading/ELA +10% Meets and +8% in Masters

Evaluation Data Source(s) 1: I-STATION, IREAD, STAAR, and TELPAS

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Implement Balanced Literacy Model using the Fountas & Pinnell System to include: a) Read Alouds b) Talking About Books c) Partner Reading d)Independent Reading e)Shared Reading f)Phonemic Awareness and Phonics g) Guided Reading h) Vocabulary I) Reading Conferences j) Fluency and Comprehension	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL	50%	85%	100%	100%
Comprehensive Support Strategy 2) Attain a 2nd literacy coach to model, coach, and train teachers on each of the components of Balanced Literacy	Campus Admin. Curriculum Coach	a) I-Station b) TELPAS c) STAAR d) DRA/EDL	100%	100%	100%	100%
Comprehensive Support Strategy 3) Implement a 150 minute reading/language arts block to integrate readers' and writers' workshops.	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 4) Purchase materials in English/ Spanish to support all areas of Balanced Literacy to teach the TEKS and ELPS. *Novels *Big Books *Books of the Month *Leveled Books * Story Works	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL	10%	45%	100%	100%
Comprehensive Support Strategy 5) Assess students using:Software programs such as Istation, Imagine Learning, Rennesaince, System 44/Read180.... Use DRA/EDL to assess students for reading levels to guide instructional levels and plan interventions.	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL	40%	80%	95%	100%
Comprehensive Support Strategy 6) Follow TRS as our scope and sequence to teach to the specificiity of the TEKS being taught.	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL	60%	75%	90%	100%
Comprehensive Support Strategy 7) Provide training, modeling, and coaching for Balanced Literacy.	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL	30%	70%	100%	100%
TEA Priorities Build a foundation of reading and math 8) Allow teachers opportunities to analyze data and effectively plan for lessons and interventions after district/campus assessments. These planning sessions will be to address Reading, Math, Writing and Science.	Curriculum Coaches and Administration	Lesson plans	0%	0%	100%	100%
9) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the WRITING STAAR by 2020 accordingly: Writing +10% in Meets and +5% Masters

Evaluation Data Source(s) 2: STAAR, TELPAS

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Follow implementation of TRS, HMH and the Writers Workshop. Teachers will also attend Writing training provided by Alice Nine.	Campus Admin. Curriculum Coach Teachers	a) Writing Samples/Rubric b) Performance Assessments c) STAAR d) District Assessments	35%	70%	100%	100%
2) Provide training and materials that align to the balanced literacy initiative, Writing conventions to include composition, revision, and editing.	Campus Admin. Curriculum Coach Teachers	a) Writing Samples/Rubric b) Performance Assessments c) STAAR d) District Assessments	35%	70%	100%	100%
3) Vertically align grammar standards to the Dictado and Writers Workshop to provide targeted writing instruction. With the implementation of the Fundamental 5, teachers will incorporate Writing across the curriculum.	Campus Admin. Curriculum Coach Teachers	a) Writing Samples/Rubric b) Performance Assessments c) STAAR d) District Assessments	30%	80%	100%	100%
4) Purchase of set materials that are required for students that have the characteristics of dyslexia.	Campus Admin Dyslexia Teacher	Lesson Plans ISTATION/BAS performance	0%	0%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals 5) Conduct Instructional Rounds to improve teacher best practices.	Campus Admin and Curriculum Coaches	Lesson Plans, Problem of Practice, Instructional Rounds Debrief	30%	55%	85%	→



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 3: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the MATH STAAR in 2020 accordingly: Mathematics +7% in Meets and Masters

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Use TRS YAG, IFD to plan lessons in all areas of the math TEKS.	Campus Admin. Teachers Curriculum Coach	a) STAAR b) Performance Assessments c) Campus Assessments d) District Assessments e) Math Screener	30%	80%	100%	100%
TEA Priorities Build a foundation of reading and math 2) Integrate multi-step problem solving into daily instruction.	Campus Admin. Teachers Curriculum Coach	a) STAAR b) Performance Assessments c) Campus Assessments d) District Assessments e) Math Screener	40%	80%	100%	100%
3) Target reading and decoding skills with ELL students to improve comprehension on math problem solving and the ability to understand directions on problems. Increase math vocabulary skills	Campus Admin. Teachers Curriculum Coach	a) STAAR b) Performance Assessments c) Campus Assessments d) District Assessments e) Math Screener	30%	65%	100%	100%
Comprehensive Support Strategy 4) Implement a variety of online and printed materials to support mathematics in all reporting categories. (consumable materials for practice, software subscriptions, and apps..) Printed and online materials are to support STAAR targets.	Campus Admin. Teachers Curriculum Coach	a) STAAR b) Performance Assessments c) Campus Assessments d) District Assessments e) Math Screener	5%	75%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Create interventions based on mastery of the TEKS with Performance Assessments from TRS. After School Tutoring Saturday Camps M & M Camps	Campus Admin. Teachers Curriculum Coach	a) STAAR b) Performance Assessments c) Campus Assessments d) District Assessments e) Math Screener	35%	65%	85%	100%
6) Integrate math facts and problem solving into daily/weekly instruction so students can process information on multi-step problems.	Campus Admin Teachers	Performance Assessments	30%	70%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 4: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the SCIENCE STAAR in 2020 accordingly: Science +7% in Meets and Masters

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Implement state recommended lab times. Integrate science into math and reading/language arts using the science standards.	Campus Admin. Teachers Dist. Coord.	a) Performance Assessments b) STAAR	100%	100%	100%	100%
2) Purchase, implement, and train on: electronic media, instructional materials, labs, equipment, and supplies. The campus will purchase STEMS Scopes kits.	Campus Admin. Teachers	a) Walk-Throughs b) Performance Assessments c) STAAR	5%	100%	100%	100%
3) Purchase non-consumable and consumable materials at each grade level such as headsets for testing and provide appropriate funding to purchase lab materials for the science lab and classroom	Campus Admin. Teachers	a) Walk-Throughs b) Performance Assessments c) STAAR	10%	70%	85%	100%
4) Provide field trips and virtual field trip experiences aligned to TEKS to build background knowledge for students to relate to concepts in real life applications that align to TRS	Campus Admin. Teachers	a) Performance Assessments b) STAAR	15%	70%	100%	100%
5) Provide teachers with opportunities to attend, present and learn new Science strategies that are aligned to the state curriculum. Teachers will attend conferences such as CAST.	Campus Admin Teachers	Unit Assessments STAAR	5%	35%	100%	100%
RDA **TEA Priorities** Connect high school to career and college 6) Provide students with the opportunity to compete in Robotics and BeeBots for students in Pre-Kinder. Robotics regional winners will compete at the state level.	Campus administration and Robotics coaches	Competition in the Spring	35%	55%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 5: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the STAAR in 2019-2020 accordingly: Reading 7%, Writing +8%, Mathematics +7%; Writing +7%; Science +7% by RECEIVING INTERVENTIONS AND ENRICHMENT ACTIVITIES TO MEET INDIVIDUAL NEEDS

Evaluation Data Source(s) 5: I-STATION, DRA/EDL, STAAR, TELPAS

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Identify students for subpopulations such as at-risk, GT, LEP... using state and district approved assessments, processes, and procedures to provide appropriate instruction, services, interventions, and enrichment... Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model. Use the criteria established with Region 19 and the RTI committee to place students in the appropriate tier. (especially in the area of reading): Program criteria: * Assessment * Identification * Referral * Placement * Program implementation * Evaluation * Exit Criteria	Campus Admin. Curriculum Coach Teachers Counselor GT Teacher	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records f) Skyward Documentation f) Benchmark Data (Eduphoria) g) Writing Portfolios h) RTI (PLC, Committee, Referral) i) I-Station				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
2) Read professional literature to align to balanced literacy, data-instruction, reading strategies, interventions, grammar, writing initiatives, and strategies to meet the needs of students who have a disability or are English Language Learners.	Campus Admin. Curriculum Coach Teachers Counselor Special Program Teachers	a) STAAR b) iStation c) DRA/EDL d) TELPAS	20%	70%	100%	100%
3) Provide El, K-1 LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring//Saturday School/ Intersession Tutoring Enrichment Activities	Campus Admin. Curriculum Coach Teachers Counselor LPAC RTI Committee	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records f) Skyward Documentation f) Benchmark Data (Eduphoria) g) Writing Portfolios h) RTI (PLC, Committee, Referral) i) I-Station	25%	45%	85%	100%
Comprehensive Support Strategy 4) Implement a skills based intervention program both during the school day, after school, Saturdays, and during summer interventions. Emphasis will be on core skills such as reading, math, writing to have mastery of the TEKS.	Campus Admin. Curriculum Coach Teachers Counselor	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station	25%	70%	85%	100%
5) Provide opportunities that will enrich student learning such as UIL, science expo, robotics, student meals for robotics, student activities and jobs on the campus, clubs, intramural s....	All Staff	a)Number of Students participating b)Surveys	25%	50%	80%	100%
6) Purchase instructional materials, competitions, and field trips for GT students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.	GT Teacher Campus Admin.	a) Participation in competitions such as Math Bowl, UIL, Destination Imagination... b) Gains in performance on STAAR	0%	40%	100%	100%
7) Provide transportation for After school tutoring and STAAR camps to provide interventions to students to be successful in mastering the TEKS and STAAR.	Campus Admin. Curriculum Coach Teachers Counselor	a) STAAR b) Performance Assessments	20%	50%	85%	100%

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

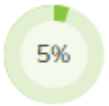
Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 6: With integrated TECHNOLOGY and supplemental instruction using technology all student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the STAAR in 2020 accordingly: Reading +7%; Writing +8%; Mathematics +7%; Science +7%

Evaluation Data Source(s) 6: STAAR

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide students with 1:1 devices using Chromebooks or iPads.	Campus Admin. CTC Teacher	a) Computer Inventory				
Comprehensive Support Strategy 2) Purchase software, online subscriptions, hardware, and equipment/materials (projectors, document readers, /Interactive TV monitors, speakers, robots, robotic expansion kits, headphones and general supplies to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support. Technology software to include Nearpod, Accelerated Reader, Stem Scopes and BrainPop, IXL	Campus Admin. Teachers CTC	a) STAAR Report b) Tech Inventory				
3) Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction	Campus Admin. CTC	a) STAR Report b) Eduphoria				
4) Increase the integration of technology by providing instructional technology coaching for teachers, students, and parents by having a dedicated instructional technology coach.	Campus Admin. CTC	a) STAAR b) Gains on online software (iRead, iStation, Accelerated Reader, Imagine Learing...)				
5) The students of DHE will begin audio media-morning announcements.	Technology Coach Administration	Morning Announcements				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Purchase Laptops and Chromebooks for teachers in third to fifth grade also for grades kinder to third. These devices are to support remote learning.	Technology Coach Administration	Effective planning and seamless integration of technology in lesson plans.	0%	50%	100%	



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

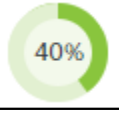
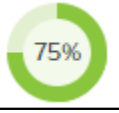
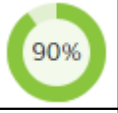
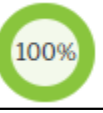
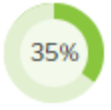
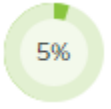
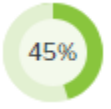
Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 7: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state FITNESS requirements in 2020

Evaluation Data Source(s) 7: FITNESS GRAM and SURVEYS

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: Evaluation was not possible due to not having Fitness Gram results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Implement activities to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:35 teacher/student ratio	Teachers PE Teachers	a) Teacher Lesson Plans b) Campus Surveys c) Fitness Gram				
2) Encourage better nutrition and eating habits by serving healthy meals with multiple choices and access to a salad bar.	Campus Admin. Cafeteria	a) Menu b) Schedule				
3) Encourage family involvement in health activities	Campus Admin. Teachers PE Teachers	a) Sign In Sheets				
4) Promote tobacco, alcohol, and drug prevention. Tobacco Exposed will present to student body in the fall.	Campus Admin. Teachers PE Teachers Counselor	a) Calendar of Activities b) Lesson Plans				
5) Participate in and implement district school health advisory council recommendations and policy changes	Campus Admin. PE Teachers Parents Nurse	a) Meeting Agendas b) Meeting Minutes				
6) Integrate PBIS and Sanford Harmony Social Emotional Teaching Program into PE instruction and activities.	Campus Admin. Teachers PE Teachers Counselors	a) Reduction in PE Referrals b) Reduction in injuries during PE				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

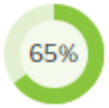
Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 8: The Campus will provide SUPPLEMENTAL SERVICES (teacher assistants) and supplemental instruction (supplemental programs) to students to support and increase student achievement.

Evaluation Data Source(s) 8: STAAR, TELPAS, ISTATION

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: Continue providing supports with LLI, System 44, and allowing instructional paraprofessionals to work with individual student needs.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Support Staff-Instructional Aides (Teacher Assistants) PIC 11 PIC 21 PIC 22 PIC 23 PIC24/30 PIC 25 PIC 31 PIC 32	Campus Admin. Campus Aides PK Aides, Title I Aides	a) Teacher Reports (GL Mtgs) b) Benchmark Data (Eduphoria) c) STAAR				
Comprehensive Support Strategy 2) Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32	Principal, Assistant Principal, Curriculum Coach, Computer Teacher Intervention Teacher	a) Teacher Reports (GLMtgs) b) Benchmark Data (Eduphoria)				
3) Support Teacher for reading interventions (System 44)	Principal	a) Reading Assessment data (System 44) b) STAAR Data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Connect high school to career and college 4) The district will provide supplemental services such as AVID to assist 5th grade students with College and Career Awareness and support. The administration and teachers will attend AVID conference during the summer	Administration and curriculum coach	Attend AVID Summer Training	60%	70%	90%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: Desert Hills Elementary will be a model of high standards for student academic excellence.

Performance Objective 9: The Campus will provide support with the alignment of the TEKS Resource System to our curriculum and instruction to improve student performance.

Evaluation Data Source(s) 9: Lesson plans, Eduphoria Assessment Data

Summative Evaluation 9: Exceeded Performance Objective

Next Year's Recommendation 9: Continue to provide supports to teachers that may need to become familiarized with TRS and district curriculum.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) The Campus will adopt and purchase instructional materials that align to TRS/State Standards and support district initiatives. Materials to include Mentoring Minds , Lone Star Learning and other STAAR prep resources.	Administrators Teachers Curriculum Coaches	a) Lesson plans b) Performance Assessments c) STAAR d) iStation	25%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Desert Hills Elementary will operate efficiently being fiscally responsible.

Performance Objective 1: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to ATTEND SCHOOL, complete school, and proceed to post secondary education. The attendance rate will increase to 97.5%.

Evaluation Data Source(s) 1: PEIMS

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will continue with incentives for students to promote a high attendance.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Maintain ADA above 97% with a target of 97.5% by providing incentives and recognition for short and long term attendance.	Campus Admin. Teachers	a) PEIMS Reports	20%	60%	85%	
2) Provide a positive learning environment that promotes daily attendance along with incentives that reinforce daily attendance.	All Campus Staff	a) Campus Surveys	100%	100%	100%	100%
3) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	Campus Admin. Teachers Office Staff Nurse Counselor	a) Campus Surveys b) Communication Portfolio	25%	50%	80%	100%
4) Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, extra time for lunch, coupons, pencils, certificates, and prizes)	Campus Admin. Teachers Counselor Office Staff	a) Communication Portfolio b) Purchase Order Reports c) PEIMS Reports	20%	50%	75%	100%
5) Admin. meet with parents for compulsory attendance related issues. Work with parents through CIS and campus resources to provided assistance if needed to improve attendance.	Campus Admin. Teachers Nurse	a) Sign In logs b) Meeting/Warning Letter Copies	60%	70%	80%	100%

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

Goal 2: Desert Hills Elementary will operate efficiently being fiscally responsible.

Performance Objective 2: All Teachers, professional staff, therapists and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Evaluation Data Source(s) 2: Annual CNA

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: We will continue to provide professional staff, therapists and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide teachers, professional staff, therapists, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, chart tablets. ink for special education printers. Purchase anchor charts, post its supplies to reinforce writing skills and model reading writing concepts	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA	5%	50%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Desert Hills Elementary will operate efficiently being fiscally responsible.

Performance Objective 3: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 3: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 1: All students and staff will participate in activities that will promote greater SAFETY AND SECURITY.

Evaluation Data Source(s) 1: Campus Crisis Management Plan and Evaluation Questionnaire/Checklist

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Crisis management team will meet to review and evaluate procedures each semester.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	20%	50%	85%	100%
2) Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.	Campus Admin. Office Staff Security Custodians	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	100%	100%	100%	100%
3) Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus	Campus Admin. Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Safety/Security Audits/Inspections d) Campus Crisis Mgt Team Evaluation/Minutes	100%	100%	100%	100%
4) Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. and Horizon City Fire and Police Departments.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs)	30%	55%	85%	100%
5) Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention	Campus Admin. Security Counselor	Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes	45%	65%	100%	100%
6) Train staff in first aid, CPR, medical screenings, and use of AEDs Identify them on the evacuation maps.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	40%	60%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 2: All students will participate in activities and lessons that teach students to connect, communicate, collaborate, embrace diversity, and resolve conflict

Evaluation Data Source(s) 2: PEIMS, Discipline Referrals, Mental Health Referrals, and Surveys

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Sanford Harmony will be implemented to teach students Social and Emotional Learning that includes: 1. Self Awareness 2. Self Management 3. Responsible Decision Making 4. Relationship Skills 5. Social Awareness	Campus Admin. Teachers Counselor	a) PEIMS b) Discipline Referral Reports c) Surveys	25%	65%	100%	100%
2) Red Ribbon Week activities promoting drug free decision making	Campus Admin. Teachers Counselor	a) Calendar of Activities	5%	100%	100%	100%
3) Top Cats, and other campus award ceremonies celebrating student successes and improvements	Campus Admin. Teachers Counselor	a) Calendar of Activities	10%	55%	90%	100%
4) Joint activities with HHS, HMS, REMS, FME, and CTW about positive choices and providing local role models, mentors, and tutors...	Campus Admin. Teachers Counselor	a) Calendar of Activities	10%	60%	85%	100%
5) Teach conflict resolution and peace paths to build positive relationships and strategies to overcome bullying.	All Campus Staff	a) Surveys b) Student, Parent, Teacher Rpts c) Discipline Referrals	40%	65%	85%	100%
6) Provide counseling and family services from school counselors and outside agencies with the assistance of a coordinator from Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help. Materials and training will be included to keep the department equipped and trained.	Campus Admin. Teachers Counselor Communities in Schools Social Worker	a) Teacher Reports (GL Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation	10%	55%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Establish a system of setting goals with rewards for reaching academic and behavior goals	Campus Admin. Teachers Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities	20%	50%	80%	100%
8) Celebrate achievements on boards in hallway, Dojo, and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior	Campus Admin. Teachers Counselor Parents Office Staff	a) Calendar of Activities	15%	55%	85%	100%
9) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	Campus Administration CIS Personnel	a) Improved Attendance b) At-Risk students with increases on progress and grade reports c) Decrease in Referrals d) Improved living conditions through improved living conditions e) Students with adequate clothing, school supplies, and food	100%	100%	100%	100%

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

Goal 3: Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 3: All students will be taught in a FACILITY that is well maintained and equipment is in good repair.

Evaluation Data Source(s) 3: Annual facilities reports and needs assessment reports

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue to work closely with campus and district personnel

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds. Purchase mats for the front office.	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	15%	100%	100%	100%
2) Install hallway bulletin boards to support the display of student work.	District Maintenance and Facilities	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	10%	100%	100%	100%
3) Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replacing tile/fixtures, and grass on play field)	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	100%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 4: All Teachers, professional staff, therapists and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Evaluation Data Source(s) 4: Annual CNA

Summative Evaluation 4: Met Performance Objective

Goal 4: At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be HIGHLY QUALIFIED in accordance with Elementary and Secondary Education Act.

Evaluation Data Source(s) 1: Teacher retention

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Ensure that all teachers are certified in the appropriate subject or grade.	Campus Admin.	a) SBEC b) Personnel Reports	100%	100%	100%	100%
2) Competitive salary . Attractive Benefits . Reduction of paperwork requirements during the application process (1 page application, documentation required only if candidate is hired) . Stipends in shortage areas	District Admin.	a) Personnel Reports b) PAFS	100%	100%	100%	100%
3) Recruit and interview teacher and paraprofessional candidates who are certified for available positions.	Campus Admin	a) SBEC b) Job Fair Sign In Sheets	10%	50%	80%	100%
ESF Levers Lever 3: Positive School Culture 4) DHE will provide incentives for teachers to increase campus morale. Incentives will be tied to attendance, assessment performance and other measures. CLINT ISD core values shall be the focus of points and PBIS reward system for staff will be integrated to monitor.	Campus Admin Technology Coach	Incentives given Points accumulated	0%	65%	85%	100%

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

Goal 4: At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Desert Hills Elementary and Clint ISD will provide PROFESSIONAL DEVELOPMENT to the staff in content areas including technology integration. (Approximately 6-7% of the 187 contracted days for teachers)

Evaluation Data Source(s) 2: Staff evaluations (TTESS and professional), increase testing scores in all areas of campus, district, and state exams.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide professional development to all staff members to retain highly qualified teachers .	Campus Admin.	a) Calendar of Activities b) Training Sign In Logs	15%	60%	85%	100%
2) Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals, to include: Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of all students including subpops. Maintain or obtain certifications required by TEA GT Training to certify all teachers Planning, alignment, and intervention sessions provided for each grade level (PLCs) District Training Conflict Resolution Day to day operations and instructional practices	Campus Admin. Teachers Curriculum Coach	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs)	15%	55%	95%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
3) Weekly leadership meeting and weekly teacher newsletter	Campus Admin.	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs) d) Agendas	25%	65%	80%	100%
4) Implement PLC model with a weekly 90 minute planning block to give teachers time to: 1. Plan instruction 2. Analyze the TEKS, 3. Plan using the backwards design using PAs 4. Analyze data 5. Discuss students and their learning needs for RTI.	Campus Admin. Teachers Curriculum Coach	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs)	55%	70%	85%	100%

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

Goal 5: Desert Hills Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: The campus will increase PARENTAL INVOLVEMENT by building a strong PARTNERSHIP WITH PARENTS. (Monthly Parent Meetings, Parent Workshops, and Parenting Classes)

Evaluation Data Source(s) 1: Title I Crate , Program Checklist, and Survey

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide training/materials and books that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically, provide snacks for parents during parent meetings	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse	a) Calendar of Activities b) Survey Data c) Student Data (all sources to identify needs)	5%	65%	80%	100%
2) Communicate with newsletters, website, Class Dojo, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish	Campus Admin. Teachers Nurse Counselor	a) Survey Data b) Communication Portfolio	30%	60%	90%	100%
3) Review, amend , and implement annual Title I Parent/Teacher/Student Compact	Campus Admin. Site Base Team	a) Federal Programs Binder	100%	100%	100%	100%
4) Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, and phone calls	Teachers	a) Survey Data	35%	70%	85%	100%
5) Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis .	Campus Admin. Teachers Office Staff	a) Volunteer Report b) Communication Portfolio	100%	100%	100%	100%
6) Empower parents and community members to lead school activities and programs. Partner with Horizon City programs such as HCYA, HYSA, and organizations like Boy Scouts and Girl Scouts.	Campus Admin. Teachers Curriculum Coach Counselor	a) Survey Data b) Communication Portfolio	30%	55%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
7) Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training.	Campus Admin. Counselor	a) Survey Data b) Communication Portfolio c) Head Start Calendar	5%	15%	80%	100%
8) Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.	Campus Admin. Teachers Curriculum Coach Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities c) Flyers, Newsletters	5%	75%	100%	100%
9) Provide parent training to better assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies During meetings, parents will be provided with a light snack and refreshments.	Campus Admin. Teachers Curriculum Coach Counselor CIS Coordinator	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Flyers, Newsletters	25%	50%	65%	100%
10) Purchase a translation system so that parents that speak a different language other than English can fully participate in meetings and workshops.	CIS Campus Administration Technology Coach	Minutes of meeting	0%	0%	0%	

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

Goal 5: Desert Hills Elementary will include parents, community, and business members in the education of all students.

Performance Objective 2: The campus will increase PARENTAL AND COMMUNITY INVOLVEMENT by building a strong PARTNERSHIP to provide students opportunities to learn about careers, giving back to their community, life skills that will carry into adulthood.

Evaluation Data Source(s) 2: Title I Binder, Program Checklist, Sign In Sheets and Surveys

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Career activities through lessons, research, and career week.	Campus Admin. Teachers Counselor	a) Lesson Plans b) Calendar of Activities	5%	50%	100%	100%
2) Introduce careers, community resources, and higher education to align to instruction by providing experiences, presenters, and lessons/information: 1. STEAM 2. High School Pathways 3. Career Paths	Campus Admin. Teachers Counselor CTC	a) Lesson Plans b) Calendar of Activities	15%	55%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
3) PROCEDURES for TRANSLATING ESSENTIAL INFORMATION for PARENTS PURPOSE School districts have an obligation to ensure meaningful communication with Limited English Proficient (LEP) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district that is called to the attention of non-LEP parents. SCOPE Essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options CURRENTLY ENROLLED STUDENTS PROCEDURES 1. The registrar of the campus will create and maintain a Translation Languages Report (TLR) of all students with a Home Language Survey that identifies them as having a Primary or Home Language other than English. The Translation Languages Report will be organized by: A. Primary or Home Language: [Example: Spanish] 1. Family's Last Name • Student's name and grade level • Student's name and grade level • Student's name and grade level 2. Family's Last Name • Student's name and grade level • Student's name and grade level			100%	100%	100%	100%

Language(s) Common in the School
2. If the total number of families speaking the same language reaches [20 or insert a number set by the district], the language is considered common in the school and essential information for parents/guardians will be translated into this language. The registrar will date the Translation Languages Report and submit it to the principal.

3. Upon receiving the TLR, the principal will sign the report and submit the information to Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement
4. The Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement will consider what essential information will be sent to parents for the remainder of the school year and ensure that translations in all languages common
to the campuses are provided.
NEW STUDENTS
PROCEDURES
As new students enroll, the registrar will determine if the students attended school in another Texas public school district.

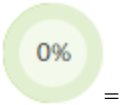
A. New students previously attending in a Texas public school: the registrar will contact the previous district to receive the original Home Language Survey. The registrar will ask the parent/guardian to sign a form answering two questions:
• Does the parent/guardian need interpretation services? If so, what language?
• Does the parent/guardian need translation materials? If so, what language?

B. New students never attended a Texas public school: the registrar will use a new Home Language Survey (dated Oct. 2018) that includes the two questions above for the parent/guardian.
LANGUAGES NOT COMMON
For LEP parents who speak languages that are less common at a particular school, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents accurately report their language communication needs on the form.
TRANSLATIONS WHEN REQUESTED

The school will take parents/guardians at their word about their communication needs and recognizes that parents/guardians can be LEP even if their student is proficient in English. INDIVIDUAL EDUCATION PLAN (IEP) TRANSLATION If a parent of a special education student is unable to speak English and Spanish is the parent's native language, the district shall provide a translated copy of the student's IEP at no cost to the parent/guardian. If the parent's native language is other than Spanish or English, a district shall follow the rules listed in Board Policy EHBAB(LEGAL). DEFINITIONS						



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 6: Desert Hills Elementary ELL/LEP and SPED Students will become proficient and reach high academic standards by increasing 5% in all STAAR tested areas and each student increasing one proficiency level on TELPAS. In Domain 3 (Closing Achievement Gaps), the White population will meet their targets in ELA and Math.

Performance Objective 1: All ELL and LEP students will pass all sections of the STAAR in 2020 accordingly: Reading/ELA. Mathematics, Writing, and Science +7%

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Align campus materials with TRS, TEKS, ELAR, SLAR	Campus Admin. Curriculum Coach Teachers	a) STAAR b) TELPAS	100%	100%	100%	100%
Comprehensive Support Strategy 2) Train all staff on bilingual/language acquisition strategies to include 1. CIF 2. Kagan's 3. Siedlitz strategies 4. Dictado 5. Guided instruction	District Bilingual Coordinator Campus Admin. Curriculum Coach	a) TELPAS b) STAAR c) LPAC Minutes/Data	15%	100%	100%	100%
3) Implement the district early exit model for bilingual education Bilingual students will be identified by language surveys, LAS, and LPAC. Testing supplies will be purchased to ensure that EL students are placed in the appropriate setting.	Campus Admin. Curriculum Coach Teachers	a) TELPAS b) Reading Assessments (iStation and EDL/DRA, Imagine Learning) c) LPAC testing	40%	75%	80%	100%
4) Implement Imagine Learning in all bilingual classes for 30 minutes	Campus Admin. Curriculum Coach Teachers	a) Imagine learning Reports b) Lesson Plans c) TELPAS progress	75%	75%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Align instruction/materials to Standards. Identify gaps in students learning by evaluating student data to provide interventions and scaffolded instruction.	Campus Admin. Curriculum Coach Teachers	a) TRS b) Calendar of Activities	30%	75%	85%	100%
6) Send bilingual teachers to workshops and conferences such as AVID to learn current pedagogy, strategies, and materials to improve learning for ELL students.	Campus Admin. Teachers	a) STAAR b) TELPAS c) LPAC	0%	15%	80%	



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 6: Desert Hills Elementary ELL/LEP and SPED Students will become proficient and reach high academic standards by increasing 5% in all STAAR tested areas and each student increasing one proficiency level on TELPAS. In Domain 3 (Closing Achievement Gaps), the White population will meet their targets in ELA and Math.

Performance Objective 2: All SPED students will pass all sections of the STAAR in 2020 accordingly and have an increase of 10% points in the Approaching and Meets category for Reading/ELA and Mathematics.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) I-Station, Accelerated Reader, iRead and/or other software/online programs will be used to assess, progress monitor improvement in reading, math, to provide interventions	Campus Admin. SPED Teachers Inclusion General Education Teachers Curriculum Coach	a) Software Teacher Reports b) Software Administrative Reports	25%	50%	80%	100%
2) Provide guided instruction in small groups and/or individually	SPED Teachers Inclusion General Education Teachers	a) Performance Assessments b) STAAR	25%	60%	85%	100%
3) Train general education teachers, SPED teachers, and paraprofessionals on: 1. Inclusion strategies 2. Instructional strategies to increase student learning in inclusive settings 3. Allowable Accomodations 4. Accessibility Features 5. Daily integration of accommodations and accessibility features using high and low tech.	SPED Teachers Inclusion General Education Teachers Campus Admin	a) STAAR b) Progress Reports/Report Cards c) IStation	25%	50%	75%	100%
4) Utilize technology to assist students with learning utilizing a multi-sensory approach and to use learning tools to help them be successful with content	Campus Admin Technology Coach Teachers SPED Teachers Campus Admin	a) STAAR b) Progress Reports/Report Cards c) IStation	30%	55%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 5) Provide instructional materials at each grade level to scaffold and differentiate instruction for each student to be successful on grade level content	Campus Admin Teachers SPED Teachers Campus Admin	a) STAAR b) Progress Reports/Report Cards c) IStation	30%	55%	80%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 6: Desert Hills Elementary ELL/LEP and SPED Students will become proficient and reach high academic standards by increasing 5% in all STAAR tested areas and each student increasing one proficiency level on TELPAS. In Domain 3 (Closing Achievement Gaps), the White population will meet their targets in ELA and Math.

Performance Objective 3: Desert Hills White population will meet Targets of 60 for Reading and 59 for Math.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Evaluation was not possible due to not having 2020 STAAR results. Continue with campus goals and timelines.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) I-Station, Accelerated Reader, iRead and/or other software/online programs will be used to assess, progress monitor improvement in reading, math, to provide interventions	Campus Admin. General Education Teachers Curriculum Coach	Students will meet Target in STAAR 2019	25%	50%	80%	100%
2) Run a PEIMS report to identify the White population	Campus administrator; PEIMS Clerk	PEIMS report	10%	100%	100%	100%
3) Train teachers and ensure that students are identified. Individual goals for students in grades 3-5 need to be created and monitored.	Campus administration; curriculum coaches; teachers	Students will meet targets in Unit Assessments, STAAR interim and STAAR	10%	65%	85%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Clint Independent School District

Montana Vista Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Mission Statement

The Mission of Montana Vista is to inspire and empower students with a lifetime of learning, focusing on achievement to ensure success.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Iinnovative

Nuturing

Transparent

Vision

MVE, where failure is not an option and the sky is the limit.

Value Statement

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for the student to maximize personal potential.
Goals for the District are as follows:
1. The District will be a model of high standards for student academic excellence.
2. The District will ensure a safe, well-disciplined positive learning

environment for all students.
3. The District will operate efficiently, being fiscally responsible.
4. The District will become the employer of choice in order to seek and retain effective personnel.
5. The District will include parents, community, and business members in the education of all students.

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Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

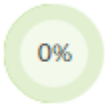
Performance Objective 1: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the READING STAAR at 50% or higher at the Meets level.

Evaluation Data Source(s) 1: I-STATION, Imagine Learning, iRead, STAAR, and TELPAS

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue goals for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Continue our Balanced Literacy Model using the Fountas & Pinnell System to include: a) Read Alouds b) Talking About Books c) Partner Reading d)Independent Reading e)Shared Reading f)Phonemic Awareness and Phonics g) Guided Reading h) Vocabulary I) Reading Conferences j) Fluency and Comprehension	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL				
2) Ensure successful use of various software programs such as Istation, Imagine Learning, iRead, System 44/Read 180. Use DRA/EDL to assess students for reading levels to guide instructional levels and plan interventions.	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
3) Follow TRS as our scope and sequence to teach to the specificiity of the TEKS being taught. Use the Performance Assessments to assess students	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL				
Additional Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) Provide training, modeling, and coaching for Balanced Literacy. Purchase interactive Read Aloud Books to replenish the campus current IRA books in the level library that will be used to supplement current ELAR standards.	Campus Admin. Curriculum Coach Teachers	a) Assessment Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL				
5) Create interventions based on mastery of the TEKS with Assessment data . Integration of TEKS and real world experiences through field trips and entrance fees for all students to include but not limited to GT students.	Campus Admin. Curriculum Coach Teachers	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments				
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 6) Provide tutoring for after school, Saturday Camp and Intersession for struggling students in all core subjects to ensure students are making progress towards their Meets goal. Additionally, provide TEKS based enrichment for students that will promote problem solving and literacy skills.	Campus Admin. Curriculum Coach Teachers	a) Data Dig forms b) 3-6-9 Assessment Data c) campus assessments d) district assessments e) DRA/EDL data				
TEA Priorities Build a foundation of reading and math 7) Implement a Book of the Month Program that is anchored in strong language to literacy skills, along with connected lessons to increase comprehension, conversations, and rigor.	Campus Administration Teachers Curriculum Coaches Librarian	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
8) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 2: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Math STAAR at 50% or higher at the Meets level.

Evaluation Data Source(s) 2: a) Performance Assessments b) STAAR c) District Assessments

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Keep goals for next year as they allow for flexibility in tutoring and remediation.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Integrate math facts and problem solving into daily/weekly instruction so students can process information on multi-step problems.	Campus Admin, Curriculum Coaches Teachers	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments				
TEA Priorities Build a foundation of reading and math 2) Teachers will use TRS YAG, TRS IFD, and TEKS Aligned resources to plan lessons, provide guided examples, and additional practice in all areas of Math TEKS. Teachers in grades Kinder through 5th will place an emphasis on: addition, subtraction w/whole numbers, decimals, multiplication, division, underlying processes, and mathematical tools (problem solving embedded). Resources needed include manipulatives, workbooks, and STAAR aligned resource materials to include workbooks.	Campus Admin. Teachers Curriculum Coach	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments e) Purchase instructional materials to support the TEKS for Math, ELAR, Science & Writing f) Accuracy as measured through additional teaching materials				
3) Create interventions based on mastery of the TEKS with Assessment data.	Campus Admin. Teachers Curriculum Coach	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
4) Implement a variety of online and printed materials to support mathematics in all reporting categories. (consumable materials for practice, software subscriptions, and apps..)	Campus Admin. Teachers Curriculum Coach	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments	30%	100%	100%	100%
TEA Priorities Build a foundation of reading and math 5) Provide tutoring for struggling students in Math to ensure students are making progress towards their Meets goal.	Campus Admin. Curriculum Coach Teachers	Increase in overall performance on: a) Data Dig forms b) 3-6-9 Assessment Data c) campus assessments d) district assessments e) DRA/EDL data	40%	80%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 3: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Writing STAAR at 50% or higher at the Meets level.

Evaluation Data Source(s) 3: a) Performance Assessments b) STAAR c) District Assessments

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide teachers with local and regional professional development training and materials that align to the balanced literacy initiative, Writing conventions to include composition, revision, and editing.	Campus Admin. Curriculum Coach Teachers	a) Writing Samples/Rubric b) Performance Assessments c) STAAR d) District Assessments	0%	100%	100%	100%
2) Vertically align grammar standards to the Dictado and Writers Workshop to provide targeted writing instruction	Campus Admin. Curriculum Coach Teachers	a) Writing Samples/Rubric b) Performance Assessments c) STAAR d) District Assessments	30%	40%	50%	→
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) The school will seek professional development in Writing Craft to ensure that our teachers are well versed in teaching writing.	Campus Admin. Curriculum Coach Teachers	a) Writing Samples/Rubric b) Performance Assessments c) STAAR d) District Assessments e) T-TESS f) SLO where applicable teachers choose writing	30%	100%	100%	100%

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

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 4: Performance Objective :All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Sceince STAAR at 50% or higher at the Meets level.

Evaluation Data Source(s) 4: a) Performance Assessments b) STAAR c) District Assessments

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We will continue this goal as Robotics and Science are a big part of our school environment.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Integrate science lab time into daily/weekly instruction so students can use hands on tools to expand their knowledge on the concept.	Campus Admin, Curriculum Coaches Teachers	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments	50%	60%	60%	
2) Science lab & Robotics materials will be purchased to ensure that we are meeting all the new standards and that all grade levels have access to a robotics and science labs, This includes purchasing items such as StemScopes Kits. Gray Baseplate, Lego SPIKE Prime Set and Sceneries Set	Campus Admin, Curriculum Coaches Teachers	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments	0%	50%	60%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 5: All students whom are coded as ELL will make yearly growth in the Listening, Speaking, Reading, and Writing area as measured through TELPAS.

Evaluation Data Source(s) 5: a) 3-6-9 Week Asessments b) DRA information c) Imagine Learning data d) Assessments data based on TELPAS rubric

Summative Evaluation 5: Exceeded Performance Objective

Next Year's Recommendation 5: We will continue this goal as it helps with overall progress measure during yearly instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Students will be provided time during intervention to ensure they are using the Imagine Learning software to help with reading and phonics.	Teacher Administration Curriculum Coaches	Increase in overall reading skills and comprehension.	90%	100%	100%	100%
2) Students will use an interactive program to record themselves and get teacher feedback on their progress.	Teacher Administration Curriculum Coaches	Increase in overall Speaking and Reading as measured through the TELPAS rubric.	80%	80%	100%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 6: All teachers will incorporate the WICOR area of AVID to the best extent possible, once training has been done and follow up feedback is given for refinement.

Evaluation Data Source(s) 6: a) Performance Assessments b) STAAR c) District Assessments

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Goal will continue to support district initiative.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers and Administrators will be provided with training for AVID to ensure proper planning for implementation school wide.	Administration Counselor Teachers AVID Team	Increase in overall performance on: a) STAAR b) 3-6-9 Assessments c) Campus Assessments d) District Assessments	0%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 7: Students will be able to use real life experiences in the area of Technology, including but not limited to Robotics and Coding.

Evaluation Data Source(s) 7: a) Robotics Competetion b) School Wide demonstrations c) Student Robotics enrichment groups

Summative Evaluation 7: Exceeded Performance Objective

Next Year's Recommendation 7: Goal will continue to support campus morale.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Teachers and Robotics Sponsors will instruct students to be able to: 1. use & program various types of robotics, computers/laptops, ipads, and other technology equipment to enhance technology knowledge and apply it to real world applications such as Robotics and 3-D Printing. 2. use specialized supplies (such as robotics components and 3-D Printers) and materials to support their robotics program and activities to get ready for local and possible state competition. 3. Purchase meals and uniform shirts for competition days for students to include local and possible state competition.	Administration Technology Coordinator Robotics Sponsors	Increase in overall performance on: a) STAAR b) technology integration c) participation in local and possibly state competitions	50%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Montana Vista Elementary School will be a model of high standards for student academic excellence.

Performance Objective 8: Teachers will be able to use different instructional activities to help tie in lesson extensions and real world experiences in order to build background and schema.

Evaluation Data Source(s) 8: a) TRS Lessons b) Field Trip participation c) Evidence based learning

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: Goal will be continued to help make learning connections.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will use Field Trips as a way to enhance the learning experience for students and provide for real world evidence for trip requested.	a) Campus Teachers b) Administration c) Curriculum Coaches	Students will be able to make content or subject connections through real life experiences that they can bring back and connect to the content learned.	0%	50%	90%	100%
2) Our GT teacher will purchase materials to test students for Gifted and Talented and also materials to coincide with the Gifted and Talented program.	a) Campus Teachers b) Administration c) Curriculum Coaches	Students will be able to be tested for GT. Students will be able to use materials as part of the Gifted and Talented program.	0%	0%	0%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 1: Montana Vista will implement PBIS to develop excellent student citizenship and behaviors.

Evaluation Data Source(s) 1: Positive Point System Totals, Office Referrals, Teacher/Student/Parent Surverys

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for next year as PBIS should be continued

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will use recommendations for PBIS to ensure a rollout that addresses campus needs. A point based software system to award points to students when they are following PBIS expectations.	Campus Administration Counselor PBIS Team	Increased in desired behaviors in and out of the classroom.	0%	60%	80%	
2) 1) Reduce incidents of bullying through Stop Bullying presentation for all students. Implementation of the Bully Report Process as outlined through David's Law.	Administrators Teachers Staff	Decrease of bully incidents based on expected positive behavior.	60%	80%	90%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 2: All students will demonstrate expected behavior in all school areas.

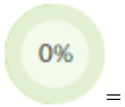
Evaluation Data Source(s) 2: Observations, Student Recognition Counselor Trainings and Implementation of Strategies

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue for next year with 2 more measurable goals

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Training will be provided to both students and teachers for expected behavior. Verbiage will include the three B's. Be safe, Be Responsible, Be Respectful.	Counselor Administrators Teachers Monitors	Student will demonstrate expected behaviors. They will demonstrate respect, responsibility and safety.	20%	50%	80%	
2) Recognition of Students every 9 weeks and end of the year awards . Positive Behavior Awards and trophies will be given to students.	Teachers Administrators	Students will earn points based on expected behaviors.	0%	0%	50%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 3: Montana Vista will have a safe learning environment for students and teachers.

Evaluation Data Source(s) 3: Check in Visitor System Program and plan monthly drills Monitor campus at all times Ensure safe drop off and pick up areas

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Check in system will be maintained at the entrance of the campus. All visitors are required to present valid ID for any type of access.	Office staff Administrators Teachers All Staff	All visitors will be identified with a badge.	70%	100%	100%	100%
2) Practice drills will be conducted as required by policy.	All faculty and staff	Students, faculty and staff will demonstrate efficient and effective drills to ensure safety of all.	80%	100%	100%	100%
3) 5) Provide safe drop off and pick up procedures for students and parents	All faculty and staff	Students and parents will follow procedures for drop off and pick up areas.	100%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 4: Montana Vista will provide teachers with instructional material and classroom material (to include furniture and equipment) that will enhance the learning environment/

Evaluation Data Source(s) 4: Classroom work samples Classroom environment structure Student performance

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: Continue for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Our Special Education DSC classroom will utilize specialized instructional materials and support equipment such as classroom divider panels and furniture to provide structure to the classroom for all students.	Classroom teacher Administration	Schedules will be implements, work space defined for students, and instructional tools will be used to provide support.	0%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Montana Vista Elementary will ensure a safe, well-disciplined positive learning environment for all students.

Performance Objective 5: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 5: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 5: Exceeded Performance Objective

Next Year's Recommendation 5: We might have to continue this goal until pandemic is over.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 3: Montana Vista Elementary will operate efficiently, being fiscally responsible.

Performance Objective 1: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to ATTEND SCHOOL, complete school, and proceed to post secondary education. The attendance rate will increase to 97%.

Evaluation Data Source(s) 1: PEIMS Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Maintain ADA above 97% by providing incentives and recognition for short and long term attendance.	Administration PEIMS Clerk Campus Counselor CIS Teachers	Attendance Reports	50%	50%	60%	
2) Provide learning opportunities for parents/guardians on the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	Administration PEIMS Clerk Campus Counselor CIS Teachers	Attendance Reports	80%	85%	90%	100%
3) Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, extra time for lunch, coupons, pencils, certificates, and prizes)	Administration PEIMS Clerk Campus Counselor Teachers	Attendance Reports	50%	80%	100%	100%
4) Our CIS, campus counselor and admin will meet with parents for compulsory attendance.	Administration Campus Counselor CIS PEIMS	Attendance Reports Attendance Meetings Sign in sheets	50%	60%	90%	100%

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

Goal 3: Montana Vista Elementary will operate efficiently, being fiscally responsible.

Performance Objective 2: All Teachers, professional staff, therapists and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

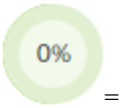
Evaluation Data Source(s) 2: Budget Expenditures

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue for next year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Our staff will be provided with general supplies, instructional supplies, instructional materials, paper, laminating film, chart tablets, and any other materials to meet the instructional needs of the students.	Administration Budget Clerk Teachers	Campus Budget	50%	80%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Montana Vista Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: Teachers will be provided opportunities to enhance their professional pedagogy through professional development opportunities.

Evaluation Data Source(s) 1: Walkthrough data, SLO, T-TESS, and Assessment information.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Administrators, Curriculum Coaches, Teachers in Pre-Kinder through 5th grade, along with Special Education and Physical Education will be given opportunity to attend conferences and staff development, in state and out of state. This will support classroom instruction for all teachers and will enhance instruction and leadership practices in the classroom.	T-TESS SLO STAAR information Walkthroughs Coaching feedback	Increase in overall score in all content areas as measured through: a) STAAR b) DRA c) 3-6-9 Assessments				
2) MVE will utilize the industries best practices to retain staff by providing professional growth opportunities in the following areas -Ongoing training for Fountas and Pinnell Balanced Literacy Model to include effective implementation of components and materials for grades K-3. -Ongoing training for HMH adoption to include effective implementation and lesson planning -Ongoing campus based technology trainings offered by Tech Coach. -Writing Institute, New York (date) -Rigor, Relevance, Relationships, Houston Tx (date)	T-TESS SLO STAAR information Walkthroughs Coaching feedback	Increase in overall score in all content areas as measured through: a) STAAR b) DRA c) 3-6-9 Assessments				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
3) MVE will implement structures that nurture a positive work environment, including school leadership that promotes risk taking, professional collaboration, shared decision making, accountability systems, and resources for teaching and learning. -Teacher Kickoff and Celebration, July 22, 2019 -Popsicle Pachanga, Salsa Dip Contest -Weekly PLC's -respected planning times	T-TESS SLO STAAR information Walkthroughs Coaching feedback	Increase in overall score in all content areas as measured through: a) STAAR b) DRA c) 3-6-9 Assessments	50%	80%	100%	100%
4) Teachers will be provided opportunities to enhance their professional pedagogy through professional development opportunities in the area of data, instructional interventions, and best practices	Campus Administration Curriculum Coaches	Increased Rigor and Best Instructional Practices as documented through: a) Walkthrough data b) SLO c) T-TESS, d) Assessment information.	0%	0%	100%	100%
5) Teachers will be provided opportunities for lesson planning days to ensure fidelity to the 9 weeks TRS scope and sequence. Teachers will also have the opportunity for planning the Master Schedule	Curriculum Coaches Administrators Teachers	Increased Rigor and Best Instructional Practices as documented through: a) Walkthrough data b) SLO c) T-TESS, d) Assessment information.	50%	80%	100%	100%

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

Goal 4: Montana Vista Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Teachers who make a commitment to our campus and district will be considered for professional leaning by the Reading and Writing Project.

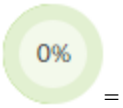
Evaluation Data Source(s) 2: Walkthrough data, SLO, T-TESS, and Assessment information.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will not continue this goal for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) MVE will send a cohort of teachers to this project in order for them to make progress towards their writing pedagogy.	Walkthrough data, SLO, T-TESS, and Assessment information.	Increased writing scores as determined by TELPAS and STAAR Writing.	0%	0%	0%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Montana Vista Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: MVE will ensure a safe working environment to retain and attract personnel.

Evaluation Data Source(s) 3: Student Discipline Referals

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue Goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) MVE will ensure fidelity to safety by ensuring we: -Our SRO and Security officers maintain high visibility in the front office and school - Practice fire drill, shelter-in-place, and lock-down to ensure procedures are in place	Administration Campus Counselor SRO Officer	-Safety reports	80%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Parents and community members will be full partners with educators in the education of Montana Vista Elementary students.

Performance Objective 1: By way of CIS, MVE will expand outreach services to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

Evaluation Data Source(s) 1: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Our CIS coordinator will help ensure services for parents for: -School Supplies -Medical needs as needs (dentist and clinic) -School uniforms -Food Pantry -After school tutoring -UTEP Mother/Daughter and Father/Son Program	CIS Coordinator Administration Counselor	Increase in parental involvement Students needs being met	60%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Parents and community members will be full partners with educators in the education of Montana Vista Elementary students.

Performance Objective 2: Provide campus opportunities for parents and community members to participate in academic workshops and literacy events to strengthen the home/school/community connection.(Monthly
Parent Meetings, Parent Workshops, and Parenting Classes)

Evaluation Data Source(s) 2: Session planning documentation, agendas and attendance, and parent surveys., Title I Binder, Program Checklist, and Survey

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide training/materials and books that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse	-Calendar of Activities -Survey Data -Student Data (all sources to identify needs)	30%	30%	60%	
2) Communicate with newsletters, website, Class Dojo, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish	Campus Admin. Teachers Nurse Counselor	Survey Results Communication Portfolio	30%	100%	100%	100%
3) Review, amend , and implement annual Title I Parent/Teacher/Student Compact	Campus Admin. Parent Advisory Committee Counselor	Federal Programs Binder	100%	100%	100%	100%
4) Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis .	Counselor Campus Admin. Teachers Office Staff	-Volunteer Report	50%	80%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
5) Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.	Campus Admin. Teachers Curriculum Coach Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities c) Flyers, Newsletters	0%	10%	40%	
6) Provide parent training to better assist children at home and at school, parent education / literacy events in addition to classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies	Campus Admin. Teachers Curriculum Coach Counselor CIS Coordinator	-Teacher Reports (Grade level Mtgs) -TRS -Calendar of Activities -Flyers, Newsletters	0%	50%	50%	

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

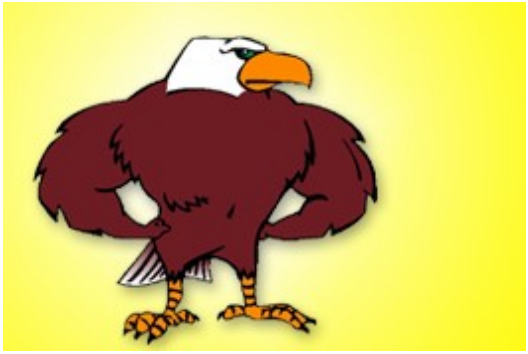
Clint Independent School District

Frank Macias Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

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Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: At FME all student groups and student all student sub groups (ELL, SpEd, A/R, GT, Eco. Dis., 504, Migran, Homeless) will pass all section of the READING STAAR at 50% or higher at the Meets level for the 2019-2020 school year.

Evaluation Data Source(s) 1: I-STATION STAAR TELPAS Checkpoints 3-6-9 weeks Formative Assessments Performance Assessments System 44 Imagine Learning

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics, Vocabulary/Word Study, Fluency, Comprehension and Guided Reading while guiding students to close reading, deep thinking about texts dictation practice. All student populations - including White will meet performance objective targets.	Campus Admin. Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities g. Purchase Order records	25%	45%	70%	100%
Additional Targeted Support Strategy 2) Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy	Campus Admin. Curriculum Coach	DRA/BAS I-Station TELPAS STAAR	25%	50%	70%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Maintain a 90 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.	Campus Admin. Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities	25%	45%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Purchase materials in English/Spanish and provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading texts (hard copy and e-book), guided reading/running records, interactiver read alouds, shared reading and genres to align with the TEKS and STAAR. Use chart tablets to provide anchor charts to model concepts for students. Use vis a vis markers and sheet protectors for differentiated instruction to support reading.	Campus Admin. Curriculum Coach Teachers	Purchase Order Reports Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR STAAR Interim (TEA)	50%	55%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Provided supplemental support and intervention in components of balanced literacy with a primary focus on phonological awareness and phonics as they impact reading through System 44/Read 180 support.	Campus Admin. Curriculum Coach Teachers System 44 teacher	Purchase Order Reports End of Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR System 44 reports	100%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Assess students using I-Station, Scholastic Reading Inventory, DRA/EDL and other assessments to identify interventions and enrichment instruction based on individual needs Assessment will provide guided instruction at the student's individual reading level.	Campus Admin. Curriculum Coach Teachers	Unit Assessment Data (Eduphoria) I-Station TELPAS STAAR DRA/EDL data Running Records	35%	45%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Ensure alignment between TRS IFD and customized YAG to develop and plan instructional lessons (during PLCs) utilizing district template to ensure spiral reviews and maintain rigor within the lessons.	Campus Admin. Curriculum Coach Teachers	Year At a Glance b) TRS IFD c) Lesson plans d) Unit Assessment Data (Eduphoria)	35%	45%	70%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Provide training, modeling, and coaching for Balanced Literacy. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Balanced Literacy implementation, and providing effective student interventions. Administrative, Instructinonal Coach and teacher participation in training and conferences to support district and campus intitiatives . (NABE, TEPSA, AIE, Las Cosechas, or others)	Campus and District Admin Curriculum Coach	Unit Assessment Data (Eduphoria) PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs	30%	45%	70%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Provide training, modeling, and coaching for Balanced Literacy to include Siedlitz strategies, Balanced Literacy instruction for lead team, and others.	Campus Curriculum Coach and Admin, District Admin.	Formative assessment data PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs for implementation Sign-in sheets	30%	40%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 10) Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.	Campus Admin. Curriculum Coach Teachers Central Office Staff	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities g. Purchase Order records	30%	45%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 11) Implement Balanced Literacy Model using the Fountas and Pinnell texts to include: a) Read Alouds b)Independent Reading c)Shared Reading d)Phonemic Awareness and Phonics e) Guided Reading h) Vocabulary f) Reading Conferences g) Fluency and Comprehension h) Dictado/Dictation	Campus Admin Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities	30%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 12) Retain System 44 teacher to support and coach students in the areas of Phonnics and Reading Comprehension	Admin System 44 Teacher	Student sign ins Budget	100%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 13) Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials and individual work products for 80 students.	System 44 teacher Admin Budget Clerk	sign in Student progress logs	30%	45%	75%	100%
14) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%
15) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%

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

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: All student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Math STAAR at 50% or higher at the Meets level for the 2019-2020 school year.

Evaluation Data Source(s) 2: STAAR District Checkpoints Formative Assessments Performance Assessments

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum 1) Follow implementation of the Math Framework utilizing resources such as Reasoning Minds, Education Galaxy, Thinking Maps, math manipulatives and the Pearson district adoption for math, materials/programs in conjunction with TRS to align with the Math TEKS .	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Meetings	30%	40%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide teachers a gradual release model of training, modeling, and coaching to implement the Math Framework to help support student outcome. To include materials to prepare for more rigorous TEKS to increase problem solving and basic mathematical processes for the Math STAAR.	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions	30%	40%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans	30%	45%	75%	100%

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

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 3: At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Writing STAAR at 50% or higher at the Meets level for the 2019-2020 school year.

Evaluation Data Source(s) 3: STAAR Checkpoints Formative Assessments Performance Assessments

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Use TRS YAG and IFD to plan writing lessons in all areas of the ELAR TEKS with emphasis on: revising and editing and the implementation fo the writing process for composition writing.	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans	30%	45%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. Purchase materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR. Chart tablets and markers to provide anchor charts to model concepts for students. Purchase composition books, sentence strips, index cards, post-it notes, sheet protectors, and other items to reinforce student writing skills.	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions	25%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Target Reading and decoding skills of LEP students to improve comprehension on the writing process and the editing and revising process. Thi includes the providing instruction on following directions to include reading vocabulary skills. Purchase materials to prepare and support more rigorous ELAR TEKS instruction in grades 1-5, Reasoning Minds/Reaing- I station Reading.	Campus Admin. Curriculum Coach Teachers Central Office Staff	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Unit Assessments PLC Mtgs/Lesson Plans	25%	40%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Utilize unit and common assessments to measure student mastery while following TRS and customized YAG during TRS TEKS Academies	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Unit Assessments PLC Mtgs/Lesson Plans	30%	45%	75%	100%

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

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 4: At FME all student sub-groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Science STAAR at 50% or higher at the Meets level for the 2019-2020 school year.

Evaluation Data Source(s) 4: STAAR District Checkpoints Formative Assessments Performance Assessments Participation in Science Expo Portfolios

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: STAAR Exams were not administered for the 2019-2020 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into ESL and reading/language arts. Partner with Region 19 to extend the teaching with science materials.	Campus Admin. Teachers Dist. Coord. Campus Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans	15%	25%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science.	Campus Admin. Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records	30%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.	Campus Admin. Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records	30%	45%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.	Campus Admin. Curriculum Coach Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans Purchasing records	30%	55%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Provide field trips and virtual field trip experiences aligned to science TEKS and TRS YAG's in order to build background knowledge for students to relate to concepts in real life applications.	Campus Admin. Curriculum Coach Teachers Science Teacher	Purchase Order Reports Field Trip requests Learning Thursdays Student products and reflections	20%	45%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Provide materials to support Performance Assessment aligned to the the STARR / TEKS at each grade level. Materials may include poster board and science board for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, broad/chisel tipped colored markers, multidimensional display mechanisms, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors.	Campus Admin. Curriculum Coach Teachers Science Teacher	Campus displays Purchase Order Reports Student products and reflections	50%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.	Campus Admin Curriculum Coach Teachers	Campus displays Purchase Orders Reports Student Products and reflections	50%	45%	75%	100%
8) Purchase materials to support Robotics School Program with focus on Science / Math / Technology / and Arts. Materials to include transportation cost, registration fees, purchase meals for students when participating in competition on weekends or non school hours	Campus Admin Technology Coach Teachers	Campus displays District Competition Purchase Orders Reports Student Products and reflections	50%	45%	75%	100%

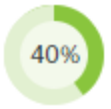
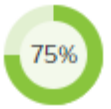
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 5: Staff and students will monitor progress using performance measures such as: goal setting, data folders, progress reports, 3-6-9 week checkpoint assessments, Istation data and screening tools to provide interventions and enrichment activities to address the individual needs of students.

Evaluation Data Source(s) 5: I-STATION DRA/BAS STAAR TELPAS Guided reading Binders District 3-6-9 Week Checkpoints

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Identify students for subpopulations such as at-risk, GT, LEP, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instructions, services, interventions, and enrichment. Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of reading): Program criteria: *Assessment *Identification *Referral *Placement* Program implementation * Evaluation *Exit Criteria	Campus Admin, Curriculum Coach Teachers, Counselors, GT Teacher CIS Coordinator System 44	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring/Saturday School (3-5 STAAR Tutoring) Enrichment/Reading Computer Lab, Intersession Acceleration and Summer School	Campus Admin, Curriculum Coach, Teachers, Support Teachers	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station	35%	45%	75%	
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Implement a skills based tutoring and enrichment program based on assessment results. ELL students will receive instruction with an emphasis towards improving English language skills to be successful in math, reading, science, and other subjects... Newcomer and intermediate ELL students will receive support in their native language to build content skills. Implement the use of support aides to provide interventions. Provide the necessary materials and supplies to provide interventions and instruction.	Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station	30%	45%	75%	100%
4) Provide opportunities that will enrich student learning suchs as UIL, science fair, student activities and jobs on campus, clubs, intramurals.	All Staff	a) Number of Students participating/parental permissions b) Surveys	30%	50%	75%	100%
5) Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study.	Campus Admin. Teachers	a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports	15%	45%	75%	100%
6) Purchase instructional materials for GT students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.	GT Teacher Campus Admin	a) Teacher Reports b) Participation in competitions such as UIL, Adventures in Learning, Destination Imagination...c)Gains in performance on STAAR	45%	55%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, ELL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, AVID , PLC Institute etc.	Campus Admin Curriculum Coach	a)Purchase Order Reports b) Registrations and completion documents and certificates	25%	55%	75%	100%

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

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 6: With integrated technology and supplemental instruction using technology all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will make one year's progress on all sections of the STAAR during the 2019-2020 academic year.

Evaluation Data Source(s) 6: STAAR Report

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Continue working on this Performance Objective.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills. Create a makerspace classroom to support STEM learning through project based activities. Purchase laptops, computers, 3D printers, and Ipads to support coding, movie making, graphic design, music production, and engineering instruction.	Campus Admin. CTC Teachers	STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products	50%	55%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Maintain computers in classrooms and labs (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.	Campus Admin Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS Walk-throughs Lesson Plans Log-In reports	30%	50%	75%	100%
Additional Targeted Support Strategy 3) Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support in the areas of reading, math, writing, and science.	Campus Admin. Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS alignment Walk-throughs Lesson Plans	50%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 4) Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators.	Campus Admin. Instructional Teachnology Coach Teachers	STAR Report Eduphoria Sign in sheets	15%	20%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Provide an interactive approach to instruction to meet students needs for multisensory instruction. Provide the opportunity for learning via the interactive whiteboard, smart tvs, ipads, document cameras, headphones, classroom speakers and chromebooks for economically disadvantaged students to master the TEKS in reading, writing, math & science.	Campus Admin. Teachers Instructional Technology Coach	STAR Report Purchase Order Reports TRS alignment Walk-throughs	25%	50%	75%	100%

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

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 7: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state fitness requirements in 2019-2020 school year.

Evaluation Data Source(s) 7: Fitness gram

Summative Evaluation 7: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio.	Teachers PE Teachers	Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Campus Surveys	30%	50%	85%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Encourage family involvement in health activities such as Community Fitness Friday.	Campus Admin. Teachers PE Teachers	Calendar of Activities Flyers, Newsletters/Web Page Posts Sign in sheets	100%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Promote tobacco, alcohol, and drug prevention.	Campus Admin. Teachers PE Teachers Counselors	Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Lesson Plans	25%	100%	100%	100%
Comprehensive Support Strategy 4) Participate in and implement district school health advisory council recommendations and policy changes.	Campus Admin. PE Teachers Parents Nurse	Meeting Agendas Meeting Minutes Sign in Sheets	10%	10%	0%	→



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= No Progress  = Discontinue

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 8: The campus will provide challenges and incentives to increase student attendance through goal setting and positive choice making.

Evaluation Data Source(s) 8: Attendance Reports: Weekly, Monthly, 9-week period, Semester and Year.

Summative Evaluation 8: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Weekly Challenges for 98% attendance in each classroom. Nine week challenges and incentives for 98% attendance per classroom to include stickers, pencils, ribbons, popcorn, etc. Attendance certificates for Perfect Attendance at 9 weeks, semesters and year.	PEIMS/Attendance Clerk Attendance Committee Administration	Increased attendance within and across grade levels.	30%	50%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 9: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to ATTEND SCHOOL, complete school, and proceed to post secondary education. The attendance rate will increase to 97.5%.

Evaluation Data Source(s) 9: PEIMS Daily/Weekly/Monthly Attendance Records

Summative Evaluation 9: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Increase ADA to 97.5.% or above	Campus Admin. Teachers PBIS Team Attendance Committee	PEIMS Reports	25%	55%	75%	
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Implement Career activities through lessons, research, and career week.	Campus Admin. Teachers Counselor Librarian Communities in Schools personnel	Lesson Plans Calendar of Activities	20%	45%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities	Campus Admin. Teachers Counselor Communities in Schools personnel CTC	Lesson Plans Calendar of Activities	30%	50%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Provide a positive learning environment that promotes daily attendance	All Campus Staff	Campus Surveys	30%	55%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	Campus Admin. Teachers Office Staff Nurse Counselor Communities in Schools personnnel	Campus Surveys Communication Logs Calendar of Events	40%	45%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, Pizza parties, coupons, pencils, certificates, and others developed by PBIS Team)	Campus Admin. PBIS Team Teachers Office Staff Nurse Counselor Communities in Schools personnnel	Communication Logs Purchase Order Reports PEIMS Reports	40%	50%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Meet with parents for compulsory attendance related issues	Campus Admin. Teachers Nurse Attendance Committee	a) Sign In logs b) Meeting/Warning Letter Copies Parent-Student Attendance Contract	30%	55%	80%	100%

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

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 10: 100% of students in 5th grade students (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be given the opportunity to participate in the AVID (Advancement Via Individual Determination) program while enroled at Frank Macias Elementary. The attendance rate will increase tos 97.5%.

Evaluation Data Source(s) 10: Student work portfolios. Increase in student adademic grades. PEIMS Daily/Weekly/Monthly attendance records Parent participation in AVID meetings.

Summative Evaluation 10: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) The AVID program strategies will be rolled out and implemented upon begining the new school year 2019-2010 for all 5th graders. The Frank Macias Elementary Admin team will be attending the AVID Conference in June 2019.	Attendance Sign In Sheets. Student academic portfolios. Student report cards. Student surveys.	Increase in students academic grades. Student acquire organizational skills to prepare them for middle school curriculum.	40%	60%	85%	100%
TEA Priorities Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum 2) Provide student materials to support AVID program implementation for 2019-2020 school year. Binders, dividers, pencil pouches, highlighters, pens and pencils. I	Attendance Sign In Sheets. Student academic portfolios. Student report cards. Student surveys	ncrease in students academic grades. Students will acquire organizational skills to prepare for middle school curriculum.	25%	70%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 11: Frank Macias Elementary will begin the process of purchasing materials and supplies for incorporating and adding a Makerspace to be utilized by all our students in grades Prek-5th for the 2020-2021 school year.

Evaluation Data Source(s) 11: STAAR District Checkpoints Formative Assessments Performance Assessments Participation in Science Expo Makerspace Student Portforlios

Summative Evaluation 11: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Phase 1 of our Makerspace is currently being rolled out during the 2019-2020 school year by purchasing the initial start-up materials and resources The following materials and resources will be purchased during the month of March 2020: Ipads for coding and artwork tied to the TEKS, printer for publishing station, 3-D printer and 3-D pens with the filament for math and design, electrical circuit units, legos for building, constructing, measurement and goemetry, tangram magnetic shapes for Math and Science, Macbook laptop for book video production and sound editing, PC laptop for 3-D printer connections and design, electrical materials for circuits, copper tape roles, cardstock, filament rolls in different colors for design using mathematical concepts, large designed table mats for coloring to develop fine motor skills and writing, building kits to introducing students architecture and design, colored pencils, markers, different colored paints, glue, rubberbands, metal and partical board pegboards for math and science project based learning, workshop tool kits for students, pencils, student binders and pocket binder sheets to be used as student portfolios. Student tool kids for reverse engineering,	Sign-in Sheets Student Academic Makerspace Portfolios Student Report Cards Student Surveys Student Badges	Increase students academic performance in the STAAR assessment, 3-6-9 district checkpoints, Interim assessments, Benchmarks. Foster and deepen student's critical thinking skills to become independent learners.	0%	0%	0%	→

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

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: Frank Macias Elementary will implement PBIS to develop excellent student citizenship and behaviors.

Evaluation Data Source(s) 1: Positive Point System Totals Office Refererals Teacher/Student/Parent Surveys

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Crisis management team will meet to review and evaluate procedures each semester.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	10%	45%	100%	100%
Comprehensive Support Strategy 2) Implement a system to check visitors who do not have a visible visitor pass.	Campus Admin. Office Staff Security, Teachers	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	100%	100%	100%	100%
Comprehensive Support Strategy 3) Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.	Campus Admin. Office Staff Security Custodians	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	35%	60%	80%	100%
Comprehensive Support Strategy 4) Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus.	Campus Admin. Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Safety/Security Audits/Inspections d) Campus Crisis Mgt Team Evaluation/Minutes	35%	45%	75%	100%
Comprehensive Support Strategy 5) Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. Horizon PD and El Paso and Horizon Fire Departments.	Campus Admin. Security Nurse Safety/Emergency Team, Teachers and staff.	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs)	35%	55%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention. Provide select staff with CPI training.	Campus Admin. Security, Counselor, CIS personnel.	Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes	50%	65%	85%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes	10%	10%	100%	

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

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: All students will participate in activities and lessons that teach character and healthy living to reduce campus referrals and discipline.

Evaluation Data Source(s) 2: PEIMS, Safe Drug Free Survey, Bully Prevention/Character classes through counseling department, PBIS initiative implementation.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Red Ribbon Week activities that promote drug free decision making.	Campus Admin. Teachers Counselors, CIS personnel.	a) Calendar of Activities	10%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) 9 week student recognition ceremonies will be scheuduled to celebrate our Eagle Student Award and the Students with Perfect attendance. .	Campus Admin. Teachers Counselor CIS Personnel Technology Teache	a) Calendar of Activities	10%	35%	85%	100%
3) Joint activities with HHS, HMS, REJHS, CTW and DHE about positive choices and providing local role models.	Campus Admin. Teachers Counselor	a) Calendar of Activities	10%	40%	85%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.	All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals	25%	40%	80%	100%
5) Provide counseling and family services from outside agencies with the assistance of Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help.	Campus Admin. Teachers Counselor Communities in Schools staff member	a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation	30%	65%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.	Campus Admin., Teachers, and Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities	35%	65%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Celebrate achievements on boards, in hallways and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior.	Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis	a) Calendar of Activities	40%	60%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	Campus Administration, CIS Personnel	a) Tutoring schedules b) student tutoring rosters c)lesson plans	30%	50%	90%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Establish and promote a self-care and clean environment in all classrooms to support all student needs.	All Staff	Purchase Orders	35%	50%	80%	100%

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

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

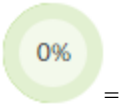
Performance Objective 3: Teachers will implement and sustain a school wide Social Emotional/Morning Classroom Circle system for the 2019-2020 school year.

Evaluation Data Source(s) 3: Classroom Observations Ensure a safe drop off and pick up areas Fewer discipline referrals throughout the year and especially in the historically heavy months of December, April and May.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community.	Campus Admin. Teachers Counselor PBIS Team	a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home Coffee with the Principal Monthly Meetings	35%	50%	85%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) The consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.	Campus Admin., Teachers, Counselor, PBIS Team	a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports	35%	50%	60%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Student Incentives: Use the "Hats off to You" student cards to call parents and inform them of the good things their children are doing.	Campus Admin, Teachers, Counselor, PBIS Team	a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports	20%	35%	35%	



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Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

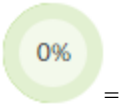
Performance Objective 4: All students will be taught in a facility that is well maintained and equipment is in good repair.

Evaluation Data Source(s) 4: Annual facilities reports and needs assessment reports

Summative Evaluation 4: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	40%	60%	80%	100%
Comprehensive Support Strategy 2) Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the data room, etc.)	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	40%	55%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: All Teachers and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Evaluation Data Source(s) 5: Annual CNA

Summative Evaluation 5: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film,PE materials and equipment, chart tablets.	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA	35%	55%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 6: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 6: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 6: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration, Teachers	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Frank Macias Elementary will operate efficiently, being fiscally responsible.

Performance Objective 1: Purchase Requisitions will be verified through the CIP and CNA.

Evaluation Data Source(s) 1: PR's, CNA, CIP, Campus Budget

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Frank Macias Elementary will adhere to all budget guidelines in order to spend all allocated monies.	Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coachy	The budget wil be utilized for the campus needs.	30%	45%	70%	100%
2) Frank Macias Elementary will maintain an attendance rating of at least 97% throughout the entire year.	Administration, Teachers, Attendance Clerk, Counselor, Communitites in Schools Representative	Increase in student achievement	30%	45%	75%	100%
3) Frank Macias Elementary will verify PEIMS coding data to ensure proper funding of special programs for campus/district.	Administration, Registrar, GT Coordinator, SpEd Teachers	Funding will be provided based on the indivdidual need of students and the programs that they participate in.	30%	50%	80%	100%
4) Frank Macias Elementary will encourage teachers to turn off their classroom lights when they are not in the classroom.	Administration, Teachers, Office Staff, Custodians	Increase in awareness of being environmentally friendly and aware of bieng efficient in the electricity used by the teachers.	30%	45%	75%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be HIGHLY QUALIFIED.

Evaluation Data Source(s) 1: Teacher retention

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Ensure that all teachers are certified in the appropriate subject or grade.	Campus Admin.	a) SBEC b) Personnel Reports	100%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions.	Campus Admin.	a) SBEC b) Job Fair Sign In Sheets	40%	100%	100%	100%
Comprehensive Support Strategy 3) Participate as a teacher preparation site for UTEP, Region 19 and other teacher preparation programs to train interns and have greater opportunity to recruit interns as FME teachers.	Campus Admin.	a) Teacher Reports (Grade level Mtgs) b) Intern Rosters	35%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Frank Macias Elementary and Clint ISD will provide professional development to the staff in content areas including technology integration.

Evaluation Data Source(s) 2: Staff evaluations (T-TESS and professional) Walkthrough data, Student Learning Objective (SLO) and Assessment informtion.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Provide professional development to all staff members to retain highly qualified teachers.	Campus Admin. Curriculum Coach	Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters	35%	60%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops.	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs Teacher Reports (Grade level Mtgs)	35%	55%	80%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Leadership Team will meet Monthly. The team will include the Principal, Assistant Principals, Curriculum Coach, and other members as necessary to evaluate and plan for campus curriculum needs, assessment, and campus structures that need to be adjusted.	Campus Admin. Curriculum Coach Invited Guest Members	Calendar of Activities Agendas Minutes	35%	55%	80%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD.	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets	35%	60%	80%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Frank Macias Elementary will include parents, community and business members in the education of all students.

Performance Objective 1: The campus will increase parental engagement by building a strong partnership with parents. (Monthly Parent Meetings with the Principal, Parent Workshops, and Parenting Classes)

Evaluation Data Source(s) 1: Title I Crate Program Checklist Survey Feedback Forms

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse Communities in Schools personnel	Calendar of Activities Survey Data Student Data (all sources to identify needs)	35%	65%	85%	100%
2) Communicate with newsletters, website, Facebook, Twitter, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish.	Campus Admin. Teachers Nurse Counselor Communities in Schools personnel	Survey Data Communication Logs	40%	55%	80%	100%
3) Utilize updated annual Title I Parent/Teacher/Student Compact	Campus Admin. Site Base Team Counselors Communities in Schools personnel	Federal Programs Binder Sign in sheets	35%	100%	100%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RtI communication.	Teachers Office staff Counselors Communities in Schools personnel	Survey Data Sign in sheets Communication logs	35%	60%	90%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis .	Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel	Volunteer Report Communication Logs	35%	55%	90%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.	Campus Admin. Counselor Communities in Schools personnel	Survey Data Communication Portfolio Head Start Calendar	40%	50%	60%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Calendar of Activities Flyers, Newsletters Sign in Sheets	35%	60%	75%	100%
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Provide parent training to assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Sign In Sheets TRS Calendar of Activities Flyers, Newsletters	40%	55%	80%	100%
Additional Targeted Support Strategy 9) Provide snacks and refreshments during parent meetings to increase parent participation and promote parental involvement.	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Sign In Sheets Calendar of Activities Flyers, Newsletters	35%	50%	85%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Additional Targeted Support Strategy 10) PROCEDURES for TRANSLATING ESSENTIAL INFORMATION for PARENTS PURPOSE School districts have an obligation to ensure meaningful communication with Limited English Proficient (LEP) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district that is called to the attention of non-LEP parents. SCOPE Essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options. CURRENTLY ENROLLED STUDENTS PROCEDURES 1. The registrar of the campus will create and maintain a Translation Languages Report (TLR) of all students with a Home Language Survey that identifies them as having a Primary or Home Language other than English. The Translation Languages Report will be organized by: Translation Languages Report (TLR) A. Primary or Home Language: [Example: Spanish] 1. Family's Last Name -Student's name and grade level -Student's name and grade level -Student's name and grade level 2. Family's Last Name -Student's name and grade level -Student's name and grade level Language(s) Common in the School	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Calendar of Activities Flyers, Newsletters	100%	100%	100%	100%

2. If the total number of families speaking the same language reaches [20 or insert a number set by the district], the language is considered common in the school and essential information for parents/guardians will be translated into this language. The registrar will date the Translation Languages Report and submit it to the principal.
3. Upon receiving the TLR, the principal will sign the report and submit the information to Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement.
Translations
4. The Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement. will consider what essential information will be sent to parents for the remainder of the school year and ensure that translations in all languages common to the campuses are provided.
NEW STUDENTS
PROCEDURES
As new students enroll, the registrar will determine if the students attended school in another Texas public school district.
New with previous attendance in Texas Public Schools
A. New students previously attending in a Texas public school: the registrar will contact the previous district to receive the original Home Language Survey. The registrar will ask the parent/guardian to sign a form answering two questions:
-Does the parent/guardian need interpretation services? If so, what language?
-Does the parent/guardian need translation materials? If so, what language?
New and never attended Texas Public Schools
B. New students never attended a Texas public school: the registrar will use a new Home Language Survey (dated Oct. 2018) that includes the two questions above for the parent/guardian.
LANGUAGES NOT COMMON
For LEP parents who speak languages that are less common at a particular school, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents accurately report their language communication needs on the form.
TRANSLATIONS WHEN REQUESTED
The school will take parents/guardians at their word

about their communication needs and recognizes that parents/guardians can be LEP even if their student is proficient in English INDIVIDUAL EDUCATION PLAN (IEP) TRANSLATION If a parent of a special education student is unable to speak English and Spanish is the parent's native language, the district shall provide a translated copy of the student's IEP at no cost to the parent/guardian. If the parent's native language is other than Spanish or English, a district shall follow the rules listed in Board Policy EHBAB(LEGAL).						



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 5: Frank Macias Elementary will include parents, community and business members in the education of all students.

Performance Objective 2: The campus will provide parents and community members opportunities to participate in academic workshops to strengthen the home/school/community connection.

Evaluation Data Source(s) 2: Title I Crate Agendas and Attendance Parent Surveys Program Checklist

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) The campus wil invite parents in grades 3rd, 4th and 5th to a Math, Reading and Science STAAR Night. Teachers will show parents how to work with their students at home.	Administration Curriculum Coaches Teachers Counselors CIS Coordinator Librarian	Increase in Math, Reading, Writing and Science STAAR Scores. 3,-6-9 Week Checkpoints. Istation Math and Reading TELPAS	25%	55%	80%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Clint Independent School District

Caroll T. Welch Elementary

2019-2020 Formative and Summative Reviews

Accountability Rating: C



Mission Statement

C. T. Welch Intermediate School Mission Statement

Carroll T. Welch Intermediate School and the community provide various interventions and enrichments to ensure students attain a higher level of academic achievement and success according to state and national standards.

La escuela intermedia Carroll T. Welch y la comunidad provee varias intervenciones y periodos para enriquecer su aprendizaje para lograr que los estudiantes lleguen a un nivel académico superior con éxito en los objetivos y estándares estatales y nacionales.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

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Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 1: For the 2019-2020 school year, Carroll T. Welch will increase the percentage of students that meet the Meets Standards from 31% to 50% on the Reading STAAR Assessment.

Evaluation Data Source(s) 1: STAAR Reading Assessment Data, Benchmark Assessments Data, Unit Assessments

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Data shows we made gains but did not reach our goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will receive training in and materials to help with Reading strategies to support all learners to include Dyslexia.	Administration, Curriculum coaches	Training sign in sheets Walkthroughs, lesson plans, intervention groups, RtI referrals	5%	30%	50%	100%
2) We will provide teachers and students including GT with research based materials and resources for interventions for all content areas ,to include classroom materials, copy paper for rotations and dictionaries, manipulatives, visuals, and classroom supplies. Technology equipment such as laptops, and smart TV's will be purchased as needed. We will also provide online resources such as storybooks,, Systems 44/Read180, STEMScopes, and Education Galaxy, online resources such as Lone Star learning, etc.	Administration, Curriculum Coaches	walkthroughs, lesson plans	10%	100%	100%	100%
TEA Priorities Build a foundation of reading and math 3) Provide after school tutoring to include bilingual students Tuesdays and Thursdays to focus on students needs; also tutoring on Saturdays, during intersession, and in the summer. Transportation for saturday school	Administration	Tutoring rosters, STAAR scores	20%	50%	75%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
4) Provide teachers and administration training and supplies to keep data analysis binders in order to keep data at hand to better implement and develop interventions for students. Data binder will be used during PLCs.	Administration, Curriculum coaches	Binders checks, walkthroughs, RtI, PLCs	25%	55%	75%	100%
TEA Priorities Build a foundation of reading and math 5) Host a Reading Night where teachers will prepare reading activities for students to engage in with their parents.	Librarian	Sign-in sheets, STAAR scores	0%	50%	70%	→
TEA Priorities Build a foundation of reading and math 6) Provide wide variety of updated books and magazines in all classrooms including bilingual and library to engage all students from pk to 5th grade in reading.	Administration, Librarian	Individual classroom Reading data Improved Istation/STAAR Reading scores	0%	50%	75%	100%
7) Provide support for 9-week Reading planning. Teachers will ensure clarity on Reading TEKS.	Curriculum Coaches, Administration	Sign-in sheets, classroom walkthroughs, observations	20%	60%	75%	100%
8) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, IPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs	0%	0%	0%	100%

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

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 2: For the 2019-2020 school year, Carroll T. Welch will increase the percentage of students that meet the Meets standard from 21% to 30% on the Writing STAAR Assessment.

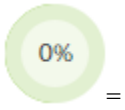
Evaluation Data Source(s) 2: STAAR Writing Assessment Data, Benchmark Data, 3,6,9 Week Data for STAAR Grades, 9-week Writing Data for K-2

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Benchmark data indicates we made progress but did not meet our goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Implementation of a school wide writing plan where each student is to have one final draft composition developed by the end of each nine weeks.	Teachers, Curriculum Coaches	Improved Writing in Campus,District and State Assessments, improved writing skills	5%	30%	85%	100%
2) Campus wide writing block will continue to be implemented to promote writing and provide teachers feedback.	Administration, Curriculum coaches	Walkthroughs, lesson plans, teacher schedules, improved student performance on STAAR	5%	55%	80%	100%
3) Teachers to include bilingual teachers will continue to receive additional training and supplemental preparation supplies in Writing to obtain campus wide alignment. Also tutoring on Tuesday's and Thursday's, Saturdays, during intersession, and in the summer.	Administration, Curriculum Coaches	Training sign-in sheets Walkthroughs, lesson plans, interventions	5%	55%	85%	100%
4) Provide support for 9-week Writing planning. Teachers will ensure clarity on Writing TEKS.	Curriculum Coaches, Administration	Sign-in sheets, classroom walkthroughs, observations	5%	55%	85%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 3: For the 2019-2020 school year, Carroll T. Welch will increase the percentage of students that meet the Meets standard from 43% to 55% on the Math STAAR Assessment.

Evaluation Data Source(s) 3: STAAR Math Assessment Data, Benchmark Data, 3,6,9 Week Assessments

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Benchmark data indicates we did not meet our goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide PK teachers supplemental material to include preparation materials and manipulatives for all core subjects to use during instruction.	Administration, Curriculum Coaches	Walkthroughs, lesson plans	5%	80%	100%	100%
2) Provide after school tutoring Tuesdays & Thursdays, Saturdays, during intersession, and in the summer to focus on areas of need.	Teachers, Administration	Tutoring rosters/sign-in sheets, improved Math scores	10%	70%	80%	100%
3) Provide support for 9-week Math planning. Teachers will ensure clarity on Math TEKS.	Curriculum Coaches, Administration	Sign-in sheets, classroom walkthroughs, observations	5%	70%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

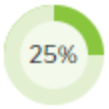
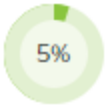
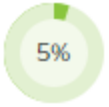
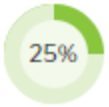
Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 4: For the 2019-2020 school year, Carroll T. Welch will increase the percentage of students that meet the Meets standard from 41% to 50% on the Science STAAR Assessment.

Evaluation Data Source(s) 4: STAAR Science Assessment Data, Benchmark Data, 3,6,9 Week Assessment Data

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Data indicates we made some progress but did not meet the goal so we will continue with this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide supplemental materials for science to include test preparation materials, technology like brainpop/stemscopes/united streaming, and hands on materials to enhance science instruction.	Curriculum Coaches, Administration	Walkthroughs, lesson plans, STAAR data				
Targeted Support Strategy 2) SPED students will receive the support and instruction materials to help close the achievement gap. Teachers will be provided with materials that are needed to meet individual student IE P's. We will allow teachers to enhance their skills through Inclusion model. Teacher will also attend conferences such as the Autism Conference, Border Conference to learn strategies to help with student success.	SPED Coordinators Teachers Curriculum Coach Administration	Increase of state assessment scores for SPED students.				
3) Host a Science Night where teachers will prepare Science experiments for students to engage in with their parents.	Curriculum Coaches, Administration	Sign-in sheets, STAAR scores				
4) Create a Science lab and provide all students with materials for students to work on hands-on lessons.	Administration, Curriculum Coaches	Science lab sign-in sheet, Lesson plans, walkthroughs, Lab use, STAAR Science scores				
5) Science Lab Aide will support teachers as they work on their labs.	Administration	Lab sign-in sheets, STAAR Scores				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 5: For the 2019-2020 school year, Carroll T. Welch will create enrichment time across the core content areas to increase 5% of students meeting Masters standards on the state assessment.

Evaluation Data Source(s) 5: STAAR Assessment Data, Benchmark Data, 3,6, 9 Week Assessments, Istation in K-2

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: We did not meet the goal and will continue working on this next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Campus Panther Academy will provide additional support for students that are close to meets and masters in order to improve their STAAR scores.	Teachers, Curriculum Coaches, Administration	STAAR Meets and Masters Scores, Campus Intervention/Enrichment schedule	40%	70%	80%	100%
2) Campus will provide enrichment camps during intersession and Saturdays.	Teachers, Curriculum Coach, Administration	Tutoring list, STAAR data	5%	65%	80%	100%
3) Students will be exposed to the various careers during college Gen-Tx week and career week.	Administration, Counselor	Planning meeting sign-in sheets, College Go Get It Week & Career Week	0%	20%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 6: For the 2019-2020 school year, Carroll T. Welch will increase the state assessment scores in all content areas for At-Risk students by 5%.

Evaluation Data Source(s) 6: STAAR Assessment Data, Benchmark Data, and 3,6,9 Week Assessment Data

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: Our benchmark data indicates we need to continue to work towards this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide a Bilingual Aide and bilingual material to include testing supplies to assist with interventions and to enhance student learning in all core subjects..	Administration	RtI logs, Walkthroughs, Increased student performance on Campus assessments, Benchmarks, increased monthly Istation results	0%	45%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 7: For the 2019-2020 school year, Carroll T. Welch will increase the state assessment scores in all content areas for English Learners students by 5%.

Evaluation Data Source(s) 7: STAAR Assessment Data, Benchmark Data, and 3,6,9 Week Assessment Data

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: Our ELs continue to grow but we did not meet our goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will document student interventions in Eduphoria. Progress will be monitored by RtI team.	Teachers, RtI team Intervention Logs	Increase in Tier 1 students	0%	30%	90%	
2) Provide training on 7-steps and Kinder Readiness so teachers can support our English learners in all content areas.	Administration, Curriculum Coaches	STAAR Scores	100%	100%	100%	100%

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

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 8: For the 2019-2020 school year, Carroll T. Welch will increase the state assessment scores in all content areas for Special Education students by 5%.

Evaluation Data Source(s) 8: STAAR Assessment Data, Benchmark Data, and 3,6,9 Week Assessment Data

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Next Year's Recommendation 8: Our Special education students made gains but our benchmark data does not show we made the gains necessary.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) All sub-populations will be placed with highly qualified staff such as teachers that are GT certified, Special Ed and/or bilingual.	Administration, Class rosters, Teacher certification	walkthroughs, benchmarks	100%	100%	100%	100%
2) Co-teach general education teachers will attend training provided by the district and will plan with the special education teacher during planning days.	Administration	Special Education STAAR scores	5%	55%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 9: For the 2019-2020 school year, Carroll T. Welch will increase the state assessment scores in all content areas for Migrant students by 5%.

Evaluation Data Source(s) 9: STAAR Assessment Data, Benchmark Data, and 3,6,9 Week Assessment Data

Summative Evaluation 9: Some progress made toward meeting Performance Objective

Next Year's Recommendation 9: Our data indicates we need to continue working with this population.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will document student interventions in Eduphoria. Progress will be monitored by RtI team.	Teachers, RtI team	Intervention Logs Increase in Tier 1 students	0%	55%	90%	
2) Meet with teachers that currently serve migrant students to discuss areas of need and strengths.	Administration, Curriculum Coaches and Teachers	Improved STAAR scores	5%	50%	100%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 10: For the 2019-2020 school year, the average daily attendance for students at Carroll T. Welch will be equal to or above 97%.

Evaluation Data Source(s) 10: Evaluation Data Source(s) :daily & weekly attendance reports

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 10: Our attendance improved but we did not reach our goal so we will continue to work on this next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Monthly, daily, and weekly student incentives will be awarded to increase overall school attendance and promote college readiness.	Counselor, Teachers, Attendance Clerk, & Administration	Improvement in attendance, monthly attendance reports	15%	50%	90%	
2) Campus will recognize students during end-of-year assemblies.	Administration, Counselor	end -of-year reports	0%	10%	90%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 11: For the 2019-2020 school year, our faculty will participate in professional development that will focus on the 4 C's (communication, collaboration, critical thinking and creativity) that are needed for a 21st century learner. With ongoing support, teachers will implement these best practices quarterly. CTW will participate in Robotics. Technology coach will ensure students have the needed supplies, to include headphones, team shirts, entry fees, and transportation.

Evaluation Data Source(s) 11: Purchase and use of technology

Summative Evaluation 11: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 11: Our technology coach led the robotics team and supported teachers through the planning process but we will continue supporting teachers with their technology needs.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers and all students will integrate technology during academic core areas during remote learning. This hardware is geared to enhance the learning. These include: Smart Televisions, Document Cameras, ActivBoards, Laptops, computers, iPads, tablets and headsets. Spheros, lego kits and other materials will help enhance our robotics competition.	Administration, Technology Coach	Purchase of equipment, 21st century learners, sign-in sheets	0%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 12: For the 2019-2020 school year, Credit by exam will be available for students that parents are seeking acceleration in the current grade level.

Evaluation Data Source(s) 12: Purchase CBEs and results

Summative Evaluation 12: Met Performance Objective

Next Year's Recommendation 12: Student was tested upon request.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Student testing materials to identify students who may qualify for acceleration in the grade level, GT Placement and or bilingual placement for services			0%	100%	100%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: The District will be a model of high standards for student academic excellence.

Performance Objective 13: For the 2019-2020 school year, students will have an opportunity for students to link their classroom learning, knowledge and understanding of a subject with outside experiences.

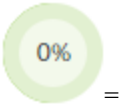
Evaluation Data Source(s) 13: Post-field trip activities

Summative Evaluation 13: Some progress made toward meeting Performance Objective

Next Year's Recommendation 13: Not all students attended field trips so we will continue to offer opportunities next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) All Students will be provided with field trips to help them build background knowledge and/or extensions of learning to include UIL competition, Robotics competition, GT competition to include meals and entry fees..			0%	40%	90%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: For the 2019-2020 school year, Carroll T. Welch will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Climate Survey, Hall Pass Security Management System, and Safety Walkthrough documentation

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will continue to have both a security officer and a deputy at our campus next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Visitors will sign-in at the front office and will have to present identification to enter school. Check-in system will run their identification through the national sex offender registry.	Front office clerk	Sign-in sheets, Observation of procedures, District reports	20%	55%	90%	100%
2) Security guard and Deputy will be visible during the instructional day and during campus events.	administration	observation	25%	50%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: For the 2019-2020 school year, the number of bullying-related incidents reported will remain at 5 or less.

Evaluation Data Source(s) 2: Summary reports, discipline referrals, walkthroughs, and counselor documentation

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: This objective is necessary for the upcoming school year. We will continue to focus on creating a safe learning environment for our students.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will discuss bullying during their class meetings on Mondays.	Counselor and Administration	Less bulling incidents	0%	40%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

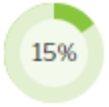
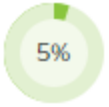
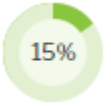
Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: For the 2019-2020 school year, the total number of disciplinary incidents will decrease by 10%.

Evaluation Data Source(s) 3: Discipline reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to the inconsistency of the referral process, we will continue to work with students to help with behaviors.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will have weekly class meetings with students. A designated time for SEL will be implemented campus wide, as well as PBIS.	Administration, Counselor	PBIS class meetings, walkthroughs, SEL lesson plans				
2) All Bil, Sped and regular ed teachers will continue to receive training and reading materials on Positive Behavioral Interventions & Supports to ensure proper implementation and students will be acknowledged for meeting the expectations.	Counselor	Sign-in sheets, decrease discipline referrals				
3) Panther Dads & Panther Moms will be recruited to provide additional supervision for students.	Counselor & CIS Coordinator	Sign-in sheets, decrease number of referrals				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: For the 2019-2020 school year, Carroll T. Welch will fulfill 100% of the requirements for safety audits and drills.

Evaluation Data Source(s) 4: Fire safety drill logs

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We did not conduct the second district-wide drill and will continue to work on our safety goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will implement emergency drill lesson plans to prepare students for various scenarios. Faculty and staff will work together to ensure everyone is prepared for emergency scenarios.	Administration , emergency drills, walkthroughs	emergency drills, student awareness	10%	50%	85%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: The District will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 5: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: We will continue providing access to our students, if needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	Campus Administration	All students successfully completing remote learning programs.	0%	0%	0%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: The District will operate efficiently, being fiscally responsible

Performance Objective 1: For the 2019-2020 school year, Carroll T. Welch will create a fiscally responsible school.

Evaluation Data Source(s) 1: Budget reports

Summative Evaluation 1: Met Performance Objective

Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: During the 2019-2020 school year, Carroll T. Welch will increase the number of professional development opportunities offered to employees by 5% as compared to 2018-2019 .

Evaluation Data Source(s) 1: comparison of sign-in sheets for campus based professional development

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We need to continue to offer professional development for staff to attend.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Teachers and administration will receive professional development in different areas to include AVID and TEPSA conference to help develop different professional strands.	Curriculum Coach	STAAR, Istation data will improve	0%	0%	80%	100%



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: For the 2019-2020 school year, Carroll T. Welch will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Certifications and status of 100% Highly Qualified teachers provided by Human Resources

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: All staff members are highly qualified. We will continue to look at certifications as we hire additional staff.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will be encouraged to attend professional development that will enhance their craft.	Teachers	Attain ESL or SPED certification	0%	0%	50%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: The District will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: During the 2019-2020 school year, Carroll T. Welch will purchase research-based programs, materials, and/or resources for professional development training in order to close the achievement gaps in Domain 3.

Evaluation Data Source(s) 3: Campus STAAR Domain 3 results

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue to work on this objective next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Teachers will be encouraged to attend the different staff development opportunities provided by the district and Region 19 to enhance their craft.	Teachers	Improved student performance	0%	0%	80%	



= Accomplished


= Continue/Modify



= No Progress


= Discontinue

Goal 5: The District will include parents, community and business members in the education of all students.

Performance Objective 1: During the 2019-2020 school year, Carroll T. Welch will provide at least 10 collaborative events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Events offered for the year

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will continue to offer parent sessions next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Necessary supplies and snacks to be able to present and prepare parent training's and parent involvement activities to include Mother/Daughter Program, Father/ Son Program, Fitness Classes, Parent Trainings for all core subjects to include activities that promote strategies to help parents with children's anxiety and physical activities.	Administration	Agendas, Sign- in Sheets Attendance	10%	55%	90%	100%
2) Offer Coffee with the Principal sessions to promote parental involvement.	Administration, CIS Coordinator	Sign-in sheets, increase of parental involvement	5%	50%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: The District will include parents, community and business members in the education of all students.

Performance Objective 2: For the 2019-2020 school year, Carroll T. Welch will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 10%.

Evaluation Data Source(s) 2: Increased notification sent via the different forms outlined

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Communication is critical so we will continue to send information in different modalities.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Provide monthly newsletters and calendars to parents with general school information, announcements about our students' accomplishments and information about campus goals.	Administration, Technology Coach	Parental awareness of school activities, Copies of newsletters and calendars, calendars posted on Campus website	5%	50%	90%	100%
2) Provide information to parents on upcoming events, school information or invitation through school website, marquee, and global calls.	Administration	Marquee, number of views on website, number of global calls, increased parental awareness of school activities	20%	50%	90%	100%



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: The District will include parents, community and business members in the education of all students.

Performance Objective 3: By the end of the 2019-2020 school year, Carroll T. Welch will increase the number of partnerships by 2 over the previous year with businesses, higher education institutions, and other agencies to support student education.

Evaluation Data Source(s) 3: Increased the number of partnerships

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue to seek additional partnerships next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Feb	May
1) Communities in School Coordinator and Counselor will increase our partnership numbers.	Administration	Number of partnerships				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Section 5: Report on Violent or Criminal Incidents on Campuses

Clint Independent School District
2019-20 School Year

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Clint HS	Mountain View HS	Horizon HS	Clint ISD Early College	Clint JH	East Montana MS	Horizon MS	Ricardo Estrada MS	WM David Surratt ES	Red Sands ES	Desert Hills ES	Montana Vista ES	Frank Macias ES	Carroll T Welch ES
		071901001	071901002	071901004	071901009	071901041	071901042	071901044	071901045	071901101	071901102	071901103	071901104	071901105	071901106
11	Used, exhibited, possessed firearm														
12	Used, exhibited possessed illegal knife														
13	Used, exhibited, possessed illegal club														
14	Used, exhibited, possessed prohibited weapon	1													
16	Arson			1											
17	Murder, capital murder, criminal attempt to commit murder/capital murder														
18	Indecency with a child														
19	Aggravated kidnapping														
29	Aggravated assault against school district employee/volunteer														
30	Aggravated assault against non-employee/volunteer		1												
31	Sexual assault/aggravated sexual assault against school district employee/volunteer														
32	Sexual assault/aggravated sexual assault against non-employee/volunteer														
36	Felony controlled substance violation														
37	Felony alcohol violation														
46	Aggravated robbery														
47	Manslaughter														
48	Criminally negligent homicide														
49	Engages in deadly conduct														
57	Continuous Sexual Abuse of Young Child or Children														
	Total Incidents	1	1	1	0	0	0	0	0	0	0	0	0	0	0
	Student Enrollment (Fall 2019 PEIMS Snapshot)	737	805	1,561	324	519	629	766	743	1,021	676	1,016	568	1,023	834
	Incident Rate	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

Section 6: Student Performance in Postsecondary Institutions

a. Each High School Campus

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

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 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. 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 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 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 FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CLINT ISD								
	071901001	CLINT H S							
		Four-Year Public University	32	9	4	2	8	9	0
		Two-Year Public Colleges	48	12	10	8	8	7	3
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	58						
		Total High School Graduates	145						
	071901009	CLINT ISD EARLY COLLEGE ACADEMY							
		Four-Year Public University	65	8	9	10	14	21	3
		Two-Year Public Colleges	1						
		Independent Colleges & Universities	1						
		Not Trackable	3						
		Not Found	18						
		Total High School Graduates	88						
	071901004	HORIZON H S							
		Four-Year Public University	64	22	5	8	11	11	7
		Two-Year Public Colleges	105	29	16	20	21	11	8
		Independent Colleges & Universities	3						
		Not Trackable	12						
		Not Found	148						
		Total High School Graduates	332						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	071901002	MOUNTAIN VIEW H S							
		Four-Year Public University	24	10	2	3	3	6	0
		Two-Year Public Colleges	39	12	11	4	3	4	5
		Independent Colleges & Universities	0						
		Not Trackable	11						
		Not Found	96						
		Total High School Graduates	170						
	EL PASO ACADEMY								
	071804001	EL PASO ACADEMY							
		Four-Year Public University	3						
		Two-Year Public Colleges	27	15	2	3	2	1	4
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	118						
		Total High School Graduates	151						
	071804002	EL PASO ACADEMY WEST							
		Four-Year Public University	2						
		Two-Year Public Colleges	16	9	1	3	0	1	2
		Independent Colleges & Universities	0						
		Not Trackable	7						
		Not Found	83						
		Total High School Graduates	108						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Section 7: 2019-20 TAPR Glossary

Comprehensive Glossary
2019–20 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

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

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

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only):* 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. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html.

STAAR Performance

The STAAR Performance section of the TAPR 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 (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

STAAR 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.

Progress (Academic Growth and STAAR Progress Measure)

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

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

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STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

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

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): 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 language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\textbf{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. 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 substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
  - *Other Exclusions.* The following answer documents were excluded from the rating determination:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

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)*

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Attendance and Graduation
Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present in 2018–19}}{\textbf{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2018–19 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2018–19 school year}}$$

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, 2018–19* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2019 Accountability Manual (Data source: TSDS 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 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

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

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

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

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

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

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

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

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}\end{array}}{\textbf{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2018 cohort*}}$$

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2018 cohort*}}$$

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2018 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2018 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019 plus number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

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

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

Additional Information about Federal Graduation Rates

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

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

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

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2017 cohort**}}$$

** 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.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19*. *(Data source: TSDS 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 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-E}}{\textbf{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans}}$$

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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

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

Graduation Profile

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 2018–19 are also shown:

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

(Data source: TSDS PEIMS 40203)

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

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

$$\frac{\textbf{number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

Limited English Proficient (LEP): 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” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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

$$\frac{\textbf{number of students in the 2018–19 school year considered as at risk}}{\textbf{total number of students}}$$

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Postsecondary Readiness
College, Career, or Military Readiness (CCMR)

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS 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: TSDS 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's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*

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

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS 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: TSDS PEIMS 40203)*

8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and the *2019 Accountability Manual*. *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

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

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

11) **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)*

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 eleven 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, 9, 10, or 11 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, 9, 10, or 11 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 and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 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, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

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

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

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

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: TSDS PEIMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

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Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

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

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

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, 9, 10, or 11 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 *2020 Accountability Manual.* *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2020 Accountability Manual.* *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators.
(Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

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U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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

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

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2018–19 annual graduates}}$$

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: TSDS PEIMS 43415)*

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PIEMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years}}{\text{number of 2018–19 annual graduates}}$$

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

All Subjects

$$\frac{\text{Number of students in grades 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\text{number of students in grade 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

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

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

(3) *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 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): 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 B 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

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 B 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 Texas Student Data System/Public Education Information Management System (TSDS 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: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

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

$$\frac{\text{number of graduates during the 2017–18 school year who attended a public or independent college or university in Texas in the 2018–19 academic year}}{\text{number of graduates during the 2017–18 school year}}$$

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

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

$$\frac{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

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Profile
Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

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: TSDS PEIMS 40110)*

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

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

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

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

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

(Data source: TSDS 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.

English Learners (ELs): 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" and "Limited English Proficient" (LEP) are used interchangeably.

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

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

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

For 2019–20, 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: TSDS PEIMS 44425)*

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

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

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

$$\frac{\textbf{number of students in the 2019–20 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students 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 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 (TSDS 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 (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

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

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

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

$$\frac{\textbf{number of mobile students in 2018–19}}{\textbf{number of students who were in membership at any time during the 2018–19 school year}}$$

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 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: TSDS PEIMS 42400)*

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Attrition Rates *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2018 – number of students who returned in fall 2019}}{\textbf{number of students enrolled in fall 2018}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

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

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

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2018–19*,* available from TEA*. (Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the TSDS 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 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

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

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

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

For elementary classes, how the average is determined depends 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: TSDS PEIMS 30090)

Staff Information

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: TSDS 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 TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs*. (Data source: TSDS 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 A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS 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, FTE count 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 A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS 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: TSDS 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: TSDS 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: TSDS 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, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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

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

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

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

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

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

(Data source: TSDS 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: TSDS 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: TSDS 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, and over 20 years. *(Data source: TSDS 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 A for lists of the TSDS PEIMS role IDs included in each category.

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

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

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

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

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS 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 TSDS 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: TSDS 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.

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, 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: TSDS PEIMS 30040, 30050, and 30090)*

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended kindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who were assessed for kindergarten readiness}}$$

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Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments, were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

$$\frac{\textbf{number of kindergarten ready students}}{\textbf{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary.* If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

Comprehensive Glossary
2019–20 Texas Academic Performance Report
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006 .....Audiologist
007 .....Corrective Therapist
008 .....Counselor
011 .....Educational Diagnostician
013 .....Librarian
015 .....Music Therapist
016 .....Occupational Therapist
017 .....Certified Orientation & Mobility Specialist
018 .....Physical Therapist
019 .....Physician
021 .....Recreational Therapist
022 .....School Nurse
023 .....LSSP/Psychologist
024 .....Social Worker
026 .....Speech Therapist/Speech-Lang Pathologist
030 .....Visiting Teacher/Truant Officer
032 .....Work-Based Learning Site Coordinator
041 .....Teacher Facilitator
042 .....Teacher Appraiser
054 .....Department Head
056 .....Athletic Trainer
058 .....Other Campus Professional Personnel
064 .....Specialist/Consultant
065 .....Field Service Agent
079 .....Other ESC Professional Personnel
080 .....Other Non-Campus Professional Personnel
100 ..... Instructional Materials Coordinator
101 ..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor

105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary

TEACHERS

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

EDUCATIONAL AIDES

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

AUXILIARY STAFF

Employment record, but no responsibility records.

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

Comprehensive Glossary
2019–20 Texas Academic Performance Report
Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

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

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

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

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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