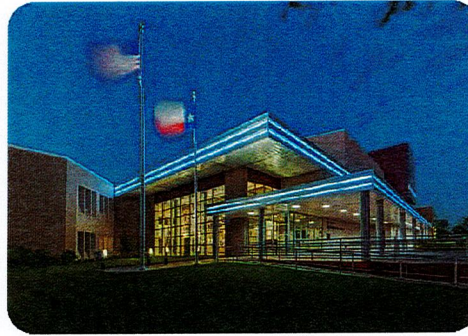


Tuloso-Midway High School



Campus Improvement Plan 2024 -2025

10/21/2024

Date of School Board Approval

Kim Boone

Kim Boone, President, Board of Trustees

Steve VanMatre

Steve VanMatre, Superintendent

Janie Anguiano

Janie Anguiano, Secretary, Board of Trustees

Tuloso-Midway Independent School District
Tuloso-Midway High School
2024-2025 Campus Improvement Plan

| Tuloso-Midway High School CIP Executive Summary | | | |
|---|--|---|--|
| District Goal | Campus Goal | Areas of Strength | Areas of Need |
| 1. Increase Student Achievement | <ul style="list-style-type: none"> TMHS students will be mathematically at or above grade level as measured by the meets grade level standard on STAAR EOC The percentage of TMHS students moving up a STAAR performance level on Algebra I will increase 3% annually. | <ul style="list-style-type: none"> Accelerated instructional math plan led to an increase in math scores from the previous year. | <ul style="list-style-type: none"> We did not see a significant increase in the amount of students who passed during the Spring retest. |
| 2. Invest in a High-Quality Staff | <ul style="list-style-type: none"> Teacher Incentive Allotment: Year 2 Data Capture Year. | <ul style="list-style-type: none"> TMHS appraisers were calibrated as evidenced by evaluation ratings for TIA Phase 1 teachers. | <ul style="list-style-type: none"> Develop appropriate student growth measures for non-EOC subjects with respect to TIA Phase 3 teachers. |
| 3. Improve School Climate, Campus Safety & Security | <ul style="list-style-type: none"> Implement the Character Strong Counseling program as a schoolwide guidance curriculum. | <ul style="list-style-type: none"> Prior counselor experience with the program. | <ul style="list-style-type: none"> Create a training plan to implement this program campuswide. |
| 4. Increase College & Career Readiness | <ul style="list-style-type: none"> CTE and Advanced Academics: Students earning dual credit will increase 5% annually. | <ul style="list-style-type: none"> We have increased participation in our Warpath Academy significantly over the past two years. | <ul style="list-style-type: none"> Increase capacity with facilitators to ensure student success. |
| 5. Increase Parent & Family Engagement | <ul style="list-style-type: none"> Parent and Family Engagement: Collaborate with various stakeholders including parents to improve district policies, activities, and events, and increase parent and family engagement. | <ul style="list-style-type: none"> We did send and receive a survey at the end of last school year regarding Family Engagement. | <ul style="list-style-type: none"> Develop a targeted plan to address parent concerns from the survey. |
| Summary of Changes | | | |
| <p>TMHS will target several new items this year to increase student achievement, staff capacity, campus climate, CCMR readiness, and Family Engagement. We have hired a math consultant to revamp our Spring Semester Algebra I remediation program. This new curriculum will scaffold skills from 6th-9th grade to “fill the gaps” of those students who were unsuccessful in the Fall Semester. We are also creating and implementing a brand new MTSS program that will provide additional support to our highest-need students. Our counselors, through the use of federal funds, have purchased Character Strong as our new school-wide guidance program. This program will help serve the emotional needs of our students. We will also implement new training protocols for our facilitators to ensure that our Warpath Students are successful.</p> | | | |

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tuloso-Midway High School is a 4A Division I high school located in the Northwest area of Corpus Christi in Nueces County. The campus reported servicing a total of 1,069 students, of which 567 were male and 502 were female. The campus served the following according to the TSDS PEIMS submission for the 2023-2024 school year:

Enrollment by Grade Level:

| Grade | Count | Percentage Enrolled |
|---------------|--------------|---------------------|
| 9 | 336 | 31.43% |
| 10 | 265 | 24.79% |
| 11 | 230 | 21.52% |
| 12 | 238 | 22.26% |
| Totals | 1,069 | 100.00% |

Enrollment by Ethnicity:

| Ethnicity | Count | Percentage Enrolled |
|-------------------------|--------------|---------------------|
| American Indian/Alaskan | 2 | 0.19% |
| Asian | 4 | 0.37% |
| Black/African American | 13 | 1.22% |
| Hispanic/Latino | 866 | 81.01% |
| White | 170 | 15.90% |
| Hawaiian/Pacific Island | 0 | 0.00% |
| Two or More Races | 14 | 1.31% |
| Totals | 1,069 | 100.00% |

Tuloso-Midway High School currently serves the following amount of students in each program:

| Program | Number of Students Identified & Served |
|---------|--|
| 504 | 142 |

| Program | Number of Students Identified & Served |
|----------------------------|--|
| At-Risk | 482 |
| Dyslexia | 56 |
| Economically Disadvantaged | 410 |
| Emergent Bilingual | 55 |
| Gifted & Talented | 86 |
| Migrant | 1 |
| Military Connected | 64 |
| Special Education | 88 |

Tuloso-Midway High School reported the following information to the Texas Education Agency for the 2022-2023 school year regarding its staff:

| Staff Type | Count |
|-----------------------|------------|
| Teachers | 95 |
| Professional Support | 9 |
| Campus Administrators | 4 |
| Educational Aides | 12 |
| Librarians | 1 |
| Counselors | 4 |
| Part-Time Counselors | 0 |
| Total | 119 |

Tuloso-Midway High School reported the following information to the Texas Education Agency for the 2022-2023 school year regarding its teachers years of experience:

| Years of Experience | Count |
|---------------------|-------|
| Beginning Teachers | 3 |
| 1-5 Years | 12 |
| 6-10 Years | 20 |
| 11-20 Years | 28 |
| 21-30 Years | 20 |
| Over 30 Years | 12 |

Demographics Strengths

Tuloso-Midway High School boasts that over 85% of its teachers have more than five years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: TMHS math scores did not improve significantly enough for freshman second time testers. **Root Cause:** Lack of differentiated curriculum for second-time testers.

Problem Statement 2: TMHS attendance rates are below the state attendance rate. **Root Cause:** Lack of truancy filing, and a lack of incentives for students to improve attendance.

Problem Statement 3: Although we are above the State Average in passing rates, we were well below the state in students meeting academic growth. **Root Cause:** Lack of an MTSS process for all tested areas.

Problem Statement 4: There has been an increase in vaping at the high school. **Root Cause:** Lack of education on the consequences of vaping.

Student Learning

Student Learning Summary

Algebra I Results (December)



District: 178-912 TULOSO-MIDWAY I
Campus: 001 TULOSO-MIDWAY H

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report Algebra I First-Time Tested Students

Report Date: FALL 2023
Date of Testing: FALL 2023

| Administration Summary | | | | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category | | | | | | | | | | | | | |
|---|--|---------|-------------------------------|-------------------------------|---------------------|--------------|------------|-------|---------|---|-----|---|-----|-----------------------------------|-----|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Number | | Percent | 1 | | | | | | | 2 | | 3 | | 4 | | 5 | | | | | | | |
| | | | Numeric and Algebraic Methods | | | | | | | Describing and Graphing Linear Functions, Equations, and Inequalities | | Writing and Solving Linear Functions, Equations, and Inequalities | | Quadratic Functions and Equations | | Exponential Functions and Equations | | | | | | | |
| | | | Number of Points Possible | | | | | | | | | | | | | | | | | | | | |
| | | | 12 | | | | | | | 12 | | 16 | | 12 | | 7 | | | | | | | |
| Legend | | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | |
| All Students | | | | 224 | 3841 | 39 | 17 | 185 | 83 | 57 | 25 | 23 | 10 | 5.6 | 47 | 5.5 | 46 | 6.6 | 41 | 5.5 | 46 | 3.6 | 52 |
| Male | | | | 112 | 3820 | 20 | 18 | 92 | 82 | 25 | 22 | 11 | 10 | 5.3 | 44 | 5.4 | 45 | 6.4 | 40 | 5.6 | 46 | 3.6 | 52 |
| Female | | | | 112 | 3863 | 19 | 17 | 93 | 83 | 32 | 29 | 12 | 11 | 5.9 | 50 | 5.5 | 46 | 6.8 | 43 | 5.5 | 46 | 3.7 | 52 |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | | 176 | 3842 | 28 | 16 | 148 | 84 | 43 | 24 | 18 | 10 | 5.7 | 47 | 5.4 | 45 | 6.6 | 41 | 5.5 | 46 | 3.7 | 53 |
| American Indian or Alaska Native | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | | 7 | 3661 | 3 | 43 | 4 | 57 | 1 | 14 | 0 | 0 | 4.9 | 40 | 4.6 | 38 | 4.4 | 28 | 5.1 | 43 | 3.3 | 47 |
| Native Hawaiian or Other Pacific Islander | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | | 39 | 3849 | 8 | 21 | 31 | 79 | 11 | 28 | 4 | 10 | 5.4 | 45 | 5.7 | 47 | 6.8 | 42 | 5.8 | 48 | 3.4 | 49 |
| Two or More Races | | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | | | | 56 | 3837 | 11 | 20 | 45 | 80 | 12 | 21 | 6 | 11 | 5.6 | 47 | 5.5 | 46 | 6.8 | 42 | 5.2 | 43 | 3.6 | 52 |
| No Information Provided | | | | 168 | 3843 | 28 | 17 | 140 | 83 | 45 | 27 | 17 | 10 | 5.6 | 47 | 5.5 | 46 | 6.5 | 41 | 5.7 | 47 | 3.6 | 52 |
| Title I, Part A | | | | 24 | 3760 | 8 | 33 | 16 | 67 | 5 | 21 | 3 | 13 | 5.0 | 42 | 5.1 | 43 | 5.9 | 37 | 5.7 | 47 | 3.3 | 46 |
| Nonparticipants | | | | 200 | 3851 | 31 | 16 | 169 | 85 | 52 | 26 | 20 | 10 | 5.7 | 48 | 5.5 | 46 | 6.7 | 42 | 5.5 | 46 | 3.7 | 53 |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | | 222 | 3845 | 37 | 17 | 185 | 83 | 57 | 26 | 23 | 10 | 5.6 | 47 | 5.5 | 46 | 6.6 | 41 | 5.6 | 46 | 3.7 | 52 |
| Identified as Emergent Bilingual/English Learner | | | | 21 | 3938 | 3 | 14 | 18 | 86 | 8 | 38 | 5 | 24 | 6.4 | 54 | 6.0 | 50 | 7.2 | 45 | 5.7 | 47 | 4.1 | 59 |
| Monitored 1st Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Former EB/EL (Post Monitoring) | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | | | 203 | 3831 | 36 | 18 | 167 | 82 | 49 | 24 | 18 | 9 | 5.5 | 46 | 5.4 | 45 | 6.5 | 41 | 5.5 | 46 | 3.6 | 51 |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | | | | 224 | 3841 | 39 | 17 | 185 | 83 | 57 | 25 | 23 | 10 | 5.6 | 47 | 5.5 | 46 | 6.6 | 41 | 5.5 | 46 | 3.6 | 52 |
| Nonparticipants | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | | | | 14 | 3874 | 3 | 21 | 11 | 79 | 4 | 29 | 3 | 21 | 6.2 | 52 | 5.3 | 44 | 6.8 | 42 | 5.3 | 44 | 4.0 | 57 |
| Nonparticipants | | | | 210 | 3839 | 36 | 17 | 174 | 83 | 53 | 25 | 20 | 10 | 5.6 | 47 | 5.5 | 46 | 6.6 | 41 | 5.6 | 46 | 3.6 | 52 |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | | | | 14 | 3549 | 8 | 57 | 6 | 43 | 1 | 7 | 1 | 7 | 3.3 | 27 | 3.6 | 30 | 4.6 | 28 | 5.1 | 42 | 2.9 | 41 |
| No Information Provided | | | | 210 | 3861 | 31 | 15 | 179 | 85 | 56 | 27 | 22 | 10 | 5.8 | 48 | 5.6 | 47 | 6.7 | 42 | 5.6 | 46 | 3.7 | 53 |
| Section 504 | | | | 38 | 3721 | 11 | 29 | 27 | 71 | 4 | 11 | 2 | 5 | 4.9 | 41 | 4.8 | 40 | 5.6 | 35 | 5.0 | 42 | 3.3 | 47 |
| No Information Provided | | | | 186 | 3866 | 28 | 15 | 158 | 85 | 53 | 28 | 21 | 11 | 5.8 | 48 | 5.6 | 47 | 6.8 | 43 | 5.7 | 47 | 3.7 | 53 |
| Gifted/Talented | | | | 11 | 4236 | 0 | 0 | 11 | 100 | 9 | 82 | 4 | 36 | 7.4 | 61 | 7.7 | 64 | 9.9 | 62 | 7.6 | 64 | 5.0 | 71 |
| Nonparticipants | | | | 213 | 3821 | 39 | 18 | 174 | 82 | 48 | 23 | 19 | 9 | 5.5 | 46 | 5.4 | 45 | 6.4 | 40 | 5.4 | 45 | 3.6 | 51 |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | | | | 98 | 3733 | 22 | 22 | 76 | 78 | 12 | 12 | 5 | 5 | 5.3 | 44 | 4.7 | 39 | 5.8 | 36 | 4.8 | 40 | 3.2 | 46 |
| No Information Provided | | | | 126 | 3925 | 17 | 13 | 109 | 87 | 45 | 36 | 18 | 14 | 5.9 | 49 | 6.1 | 50 | 7.2 | 45 | 6.1 | 51 | 4.0 | 57 |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English I

First-Time Tested Students

District: 178-912 TULOSO-MIDWAY I
Campus: 001 TULOSO-MIDWAY H

Report Date: FALL 2023
Date of Testing: FALL 2023

| Administration Summary | | | | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | |
|---|--|---------|-------------------------------|---|---|---------------------------|---------------------|-------------------------------------|---------|-----|-----|-----|-----|-----|-----|------|------|------|------|----|
| Number | | Percent | 1 | | | | | | 2 | | | | | | | | | | | |
| | | | Reading | | | | | | Writing | | | | | | | | | | | |
| | | | Number of Points Possible | | | | | | | | | | | | | | | | | |
| | | | 32 | | | | | | 32 | | | | | | | | | | | |
| | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | | | | | |
| | | | # | % | # | | | % | # | % | # | % | # | % | # | % | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | | | | | | 192 | 4092 | 28 | 15 | 164 | 85 | 126 | 66 | 11 | 6 | 17.5 | 55 | 20.5 | 64 | |
| Male | | | | | | 103 | 4096 | 13 | 13 | 90 | 87 | 67 | 65 | 7 | 7 | 17.7 | 55 | 20.3 | 63 | |
| Female | | | | | | 89 | 4087 | 15 | 17 | 74 | 83 | 59 | 66 | 4 | 4 | 17.2 | 54 | 20.7 | 65 | |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | | | | | 149 | 4103 | 20 | 13 | 129 | 87 | 101 | 68 | 8 | 5 | 17.6 | 55 | 20.8 | 65 | |
| American Indian or Alaska Native | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | | | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | | | | | | 8 | 3871 | 3 | 38 | 5 | 63 | 3 | 38 | 0 | 0 | 13.6 | 43 | 17.3 | 54 | |
| Native Hawaiian or Other Pacific Islander | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | | | | | 32 | 4096 | 4 | 13 | 28 | 88 | 20 | 63 | 3 | 9 | 17.8 | 56 | 19.8 | 62 | |
| Two or More Races | | | | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | | | | | | Yes | 51 | 4055 | 8 | 16 | 43 | 94 | 32 | 63 | 1 | 2 | 16.3 | 51 | 20.5 | 64 |
| | | | | | | No | 141 | 4105 | 20 | 14 | 121 | 86 | 94 | 67 | 10 | 7 | 17.9 | 56 | 20.4 | 64 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | | | | | | Participants | 22 | 4100 | 5 | 23 | 17 | 77 | 12 | 55 | 3 | 14 | 17.4 | 54 | 20.4 | 64 |
| | | | | | | Nonparticipants | 170 | 4091 | 23 | 14 | 147 | 86 | 114 | 67 | 8 | 5 | 17.5 | 55 | 20.5 | 64 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | | | | | | Yes | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | | | | No | 190 | 4096 | 26 | 14 | 164 | 86 | 126 | 66 | 11 | 6 | 17.5 | 55 | 20.6 | 64 |
| No Information Provided | | | | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Identified as Emergent Bilingual/English Learner | | | | | | 17 | 3945 | 5 | 29 | 12 | 71 | 9 | 53 | 0 | 0 | 15.7 | 49 | 17.9 | 56 | |
| Monitored 1st Year, reclassified from EB/EL | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | | | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | | | | | 174 | 4109 | 22 | 13 | 152 | 87 | 117 | 67 | 11 | 6 | 17.7 | 55 | 20.8 | 65 | |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | | | | Nonparticipants | 192 | 4092 | 28 | 15 | 164 | 85 | 126 | 66 | 11 | 6 | 17.5 | 55 | 20.5 | 64 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | | | | | | Participants | 14 | 3910 | 5 | 36 | 9 | 64 | 7 | 50 | 0 | 0 | 15.5 | 48 | 16.9 | 53 |
| | | | | | | Nonparticipants | 178 | 4106 | 23 | 13 | 155 | 87 | 119 | 67 | 11 | 6 | 17.6 | 55 | 20.7 | 65 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | | | | | | Yes | 13 | 3918 | 5 | 38 | 8 | 62 | 4 | 31 | 2 | 15 | 14.8 | 46 | 16.7 | 52 |
| | | | | | | No | 179 | 4105 | 23 | 13 | 156 | 87 | 122 | 68 | 9 | 5 | 17.7 | 55 | 20.7 | 65 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Section 504 | | | | | | Yes | 36 | 4001 | 10 | 28 | 26 | 72 | 18 | 50 | 2 | 6 | 16.8 | 53 | 17.7 | 55 |
| | | | | | | No | 156 | 4113 | 18 | 12 | 138 | 88 | 108 | 69 | 9 | 6 | 17.6 | 55 | 21.1 | 66 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | | | | | | Participants | 7 | 4346 | 1 | 14 | 6 | 86 | 6 | 86 | 1 | 14 | 20.4 | 64 | 25.1 | 79 |
| | | | | | | Nonparticipants | 185 | 4082 | 27 | 15 | 158 | 85 | 120 | 65 | 10 | 5 | 17.4 | 54 | 20.3 | 63 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | | | | | | Yes | 88 | 3963 | 18 | 20 | 70 | 80 | 47 | 53 | 1 | 1 | 15.8 | 49 | 18.0 | 56 |
| | | | | | | No | 104 | 4201 | 10 | 10 | 94 | 90 | 79 | 76 | 10 | 10 | 18.9 | 59 | 22.6 | 71 |
| No Information Provided | | | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |

English II Results



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

English II

All Students

District: 178-912 TULOSO-MIDWAY I
Campus: 001 TULOSO-MIDWAY H

Report Date: SPRING 2024
Date of Testing: SPRING 2024

| Administration Summary | | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | |
|--|--|---------|------|-------------------------------|---------------------|-------------------------------------|-----|-----|-----|---------|-----|------|-----|------|-----|--|--|
| Number | | Percent | 1 | | | | 2 | | | | | | | | | | |
| Students Tested | | 299 | 95 | | | Reading | | | | Writing | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | |
| Absent | | 11 | 3 | | | | | | | | | | | | | | |
| Other | | 6 | 2 | | | | | | | | | | | | | | |
| Total Documents Submitted | | 316 | 100 | Number of Points Possible | | | | | | | | | | | | | |
| Legend | | | | 32 | | | | 32 | | | | | | | | | |
| = No Data Reported For Fewer Than Five Students | | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | |
| | | # | % | # | % | # | % | # | % | # | % | # | % | | | | |
| All Students | | 299 | 4196 | 54 | 18 | 245 | 82 | 218 | 73 | 26 | 9 | 20.0 | 63 | 20.7 | 65 | | |
| Male | | 166 | 4148 | 40 | 24 | 126 | 76 | 110 | 66 | 14 | 8 | 19.3 | 60 | 19.8 | 62 | | |
| Female | | 133 | 4256 | 14 | 11 | 119 | 89 | 108 | 81 | 12 | 9 | 21.0 | 65 | 21.8 | 68 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | | 247 | 4180 | 50 | 20 | 197 | 80 | 179 | 72 | 20 | 8 | 19.8 | 62 | 20.5 | 64 | | |
| American Indian or Alaska Native | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | | 44 | 4280 | 3 | 7 | 41 | 93 | 32 | 73 | 5 | 11 | 21.3 | 66 | 21.6 | 67 | | |
| Two or More Races | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | | 133 | 4094 | 30 | 23 | 103 | 77 | 88 | 66 | 8 | 6 | 19.1 | 60 | 18.8 | 59 | | |
| No | | 166 | 4278 | 24 | 14 | 142 | 86 | 130 | 78 | 18 | 11 | 20.8 | 65 | 22.2 | 69 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | 59 | 3891 | 21 | 36 | 38 | 64 | 27 | 46 | 0 | 0 | 16.8 | 52 | 14.9 | 47 | | |
| Nonparticipants | | 240 | 4271 | 33 | 14 | 207 | 86 | 191 | 80 | 26 | 11 | 20.8 | 65 | 22.1 | 69 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No | | 291 | 4202 | 51 | 18 | 240 | 82 | 213 | 73 | 26 | 9 | 20.1 | 63 | 20.8 | 65 | | |
| No Information Provided | | 7 | 3997 | 2 | 29 | 5 | 71 | 5 | 71 | 0 | 0 | 17.1 | 54 | 18.1 | 57 | | |
| Identified as Emergent Bilingual/English Learner | | 30 | 3951 | 11 | 37 | 19 | 63 | 16 | 53 | 0 | 0 | 17.9 | 56 | 15.8 | 49 | | |
| Monitored 1st Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | | 6 | 4522 | 0 | 0 | 6 | 100 | 6 | 100 | 1 | 17 | 24.3 | 76 | 25.0 | 78 | | |
| Monitored 4th Year, reclassified from EB/EL | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | | 259 | 4219 | 42 | 16 | 217 | 84 | 193 | 75 | 25 | 10 | 20.2 | 63 | 21.2 | 66 | | |
| No Information Provided | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Nonparticipants | | 299 | 4196 | 54 | 18 | 245 | 82 | 218 | 73 | 26 | 9 | 20.0 | 63 | 20.7 | 65 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | | 16 | 3840 | 8 | 50 | 8 | 50 | 6 | 38 | 0 | 0 | 16.1 | 50 | 13.9 | 44 | | |
| Nonparticipants | | 283 | 4216 | 46 | 16 | 237 | 84 | 212 | 75 | 26 | 9 | 20.2 | 63 | 21.1 | 66 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | | 22 | 3614 | 17 | 77 | 5 | 23 | 3 | 14 | 0 | 0 | 11.9 | 37 | 10.7 | 34 | | |
| No | | 276 | 4242 | 37 | 13 | 239 | 87 | 214 | 78 | 26 | 9 | 20.7 | 65 | 21.5 | 67 | | |
| No Information Provided | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | | 42 | 4173 | 9 | 21 | 33 | 79 | 30 | 71 | 4 | 10 | 20.2 | 63 | 20.0 | 62 | | |
| No | | 257 | 4200 | 45 | 18 | 212 | 82 | 188 | 73 | 22 | 9 | 20.0 | 62 | 20.8 | 65 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | | 26 | 4685 | 0 | 0 | 26 | 100 | 26 | 100 | 10 | 38 | 25.2 | 79 | 26.2 | 88 | | |
| Nonparticipants | | 271 | 4151 | 53 | 20 | 218 | 80 | 191 | 70 | 16 | 6 | 19.5 | 61 | 20.0 | 63 | | |
| No Information Provided | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | | 173 | 4013 | 46 | 27 | 127 | 73 | 103 | 60 | 1 | 1 | 18.1 | 57 | 17.5 | 55 | | |
| No | | 126 | 4447 | 8 | 6 | 118 | 94 | 115 | 91 | 25 | 20 | 22.7 | 71 | 25.1 | 78 | | |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

U.S. History

All Students

District: 178-912 TULOSO-MIDWAY I
Campus: 001 TULOSO-MIDWAY H

Report Date: SPRING 2024
Date of Testing: SPRING 2024

| Administration Summary | | | | Number of Students Tested | Average Scale Score | Did Not Meet | # | Approaches | # | Meets | # | Masters | Results for Each Reporting Category | | | | | | | | | | | |
|---|--|---------|---|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-------------------------------------|------|-----------------------|-----|----------------------------|-----|---|------|-----|---|---|---|
| Number | | Percent | 1 | | | | | | | | | | 2 | | 3 | | 4 | | | | | | | |
| Students Tested | | 245 | 98 | | | | | | | | | | History | | Geography and Culture | | Government and Citizenship | | Economics, Science, Technology, and Society | | | | | |
| Students Not Tested | | | | | | | | | | | | | Number of Points Possible | | | | | | | | | | | |
| Absent | | 2 | 1 | | | | | | | | | | 36 | | 14 | | 11 | | 17 | | | | | |
| Other | | 2 | 1 | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | | | | | | |
| Total Documents Submitted | | 249 | 100 <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> | | | | | | | | | | # | % | # | % | # | % | # | % | # | % | # | % |
| Legend | | | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | | | | 245 | 4199 | 7 | 3 | 238 | 97 | 180 | 73 | 61 | 25 | 21.1 | 59 | 7.5 | 54 | 5.6 | 51 | 8.6 | 50 | | | |
| Male | | | | 132 | 4243 | 4 | 3 | 128 | 97 | 100 | 76 | 42 | 32 | 22.1 | 61 | 7.7 | 55 | 5.6 | 51 | 8.9 | 52 | | | |
| Female | | | | 113 | 4147 | 3 | 3 | 110 | 97 | 80 | 71 | 19 | 17 | 20.1 | 56 | 7.4 | 53 | 5.5 | 50 | 8.2 | 48 | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | | 208 | 4186 | 7 | 3 | 201 | 97 | 146 | 70 | 50 | 24 | 20.9 | 58 | 7.4 | 53 | 5.5 | 50 | 8.5 | 50 | | | |
| American Indian or Alaska Native | | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Native Hawaiian or Other Pacific Islander | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | | 29 | 4266 | 0 | 0 | 29 | 100 | 26 | 90 | 9 | 31 | 22.6 | 63 | 8.2 | 58 | 5.6 | 51 | 8.8 | 52 | | | |
| Two or More Races | | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | | 119 | 4151 | 4 | 3 | 115 | 97 | 80 | 67 | 28 | 24 | 20.6 | 57 | 7.1 | 51 | 5.3 | 49 | 8.3 | 49 | | | |
| No | | | | 126 | 4244 | 3 | 2 | 123 | 98 | 100 | 79 | 33 | 26 | 21.6 | 60 | 8.0 | 57 | 5.8 | 53 | 8.8 | 52 | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | | | | 28 | 3975 | 3 | 11 | 25 | 89 | 13 | 46 | 2 | 7 | 18.3 | 51 | 6.1 | 44 | 4.2 | 38 | 7.1 | 42 | | | |
| Participants | | | | 217 | 4228 | 4 | 2 | 213 | 98 | 167 | 77 | 59 | 27 | 21.5 | 60 | 7.7 | 55 | 5.8 | 52 | 8.8 | 52 | | | |
| Nonparticipants | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Yes | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No | | | | 243 | 4199 | 7 | 3 | 236 | 97 | 178 | 73 | 61 | 25 | 21.1 | 59 | 7.6 | 54 | 5.6 | 51 | 8.6 | 50 | | | |
| No Information Provided | | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Identified as Emergent Bilingual/English Learner | | | | 17 | 4074 | 2 | 12 | 15 | 88 | 10 | 59 | 3 | 18 | 19.4 | 54 | 6.6 | 47 | 5.3 | 48 | 7.7 | 45 | | | |
| Monitored 1st Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | | | | 9 | 4409 | 0 | 0 | 9 | 100 | 9 | 100 | 4 | 44 | 24.7 | 69 | 9.6 | 68 | 6.2 | 57 | 9.2 | 54 | | | |
| Non-Emergent Bilingual/Non-English Learner | | | | 216 | 4198 | 5 | 2 | 211 | 98 | 158 | 73 | 53 | 25 | 21.1 | 59 | 7.5 | 54 | 5.6 | 51 | 8.6 | 51 | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Participants | | | | 245 | 4199 | 7 | 3 | 238 | 97 | 180 | 73 | 61 | 25 | 21.1 | 59 | 7.5 | 54 | 5.6 | 51 | 8.6 | 50 | | | |
| Nonparticipants | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | | | | 16 | 4096 | 2 | 13 | 14 | 88 | 10 | 63 | 3 | 19 | 19.9 | 55 | 6.8 | 49 | 5.3 | 48 | 7.9 | 46 | | | |
| Participants | | | | 229 | 4206 | 5 | 2 | 224 | 98 | 170 | 74 | 58 | 25 | 21.2 | 59 | 7.6 | 54 | 5.6 | 51 | 8.6 | 51 | | | |
| Nonparticipants | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | | | | 19 | 3851 | 3 | 16 | 16 | 84 | 6 | 32 | 0 | 0 | 16.3 | 45 | 5.1 | 36 | 3.7 | 34 | 6.7 | 39 | | | |
| Yes | | | | 226 | 4228 | 4 | 2 | 222 | 98 | 174 | 77 | 61 | 27 | 21.6 | 60 | 7.8 | 55 | 5.7 | 52 | 8.7 | 51 | | | |
| No | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | | | | 38 | 4067 | 1 | 3 | 37 | 97 | 22 | 58 | 5 | 13 | 19.4 | 54 | 6.2 | 45 | 5.7 | 51 | 7.4 | 43 | | | |
| Yes | | | | 207 | 4223 | 6 | 3 | 201 | 97 | 158 | 76 | 56 | 27 | 21.5 | 60 | 7.8 | 56 | 5.6 | 51 | 8.8 | 52 | | | |
| No | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | | | | 19 | 4493 | 0 | 0 | 19 | 100 | 17 | 89 | 12 | 63 | 24.0 | 67 | 9.6 | 69 | 6.9 | 63 | 11.2 | 66 | | | |
| Participants | | | | 226 | 4174 | 7 | 3 | 219 | 97 | 163 | 72 | 49 | 22 | 20.9 | 58 | 7.4 | 53 | 5.5 | 50 | 8.3 | 49 | | | |
| Nonparticipants | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | | | | 152 | 4115 | 7 | 5 | 145 | 95 | 97 | 64 | 23 | 15 | 20.1 | 56 | 6.9 | 49 | 5.3 | 48 | 7.9 | 47 | | | |
| Yes | | | | 93 | 4335 | 0 | 0 | 93 | 100 | 83 | 89 | 38 | 41 | 22.9 | 64 | 8.6 | 61 | 6.1 | 56 | 9.6 | 57 | | | |
| No | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Biology All Students

District: 178-912 TULOSO-MIDWAY I
Campus: 001 TULOSO-MIDWAY H

Report Date: SPRING 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category | | | | | | | | | | | | | | | | | | | |
|---|------------------------|---|---------------------------|---------------------|--------------|------------|-------|---------|-------------------------------------|------|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|----|-----|----|
| | | | | | | | | | 1 | | 2 | | 3 | | 4 | | 5 | | | | | | | | | | | |
| Cell Structure and Function | Mechanisms of Genetics | Biological Evolution and Classification | | | | | | | Biological Processes and Systems | | Interdependence within Environmental Systems | | | | | | | | | | | | | | | | | |
| Number of Points Possible | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | 11 | | | | | | | 10 | | 12 | | | | | | | | | | | | | | | | | |
| Avg. # of Points / % Achieved | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| # | % | # | | | | | | | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | | | |
| Legend | | | | | | | | | 247 | 4093 | 16 | 6 | 231 | 94 | 139 | 56 | 34 | 14 | 3.6 | 36 | 5.2 | 47 | 5.7 | 57 | 5.0 | 50 | 6.7 | 56 |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | 118 | 4109 | 8 | 7 | 110 | 93 | 64 | 54 | 19 | 16 | 3.7 | 37 | 5.2 | 47 | 5.8 | 58 | 5.2 | 52 | 6.8 | 57 |
| Students Tested | | | 247 | 98 | | | | | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Absent | | | 6 | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 253 | 100 | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | | | 247 | 4093 | 16 | 6 | 231 | 94 | 139 | 56 | 34 | 14 | 3.6 | 36 | 5.2 | 47 | 5.7 | 57 | 5.0 | 50 | 6.7 | 56 | | | | | | |
| Male | | | 118 | 4109 | 8 | 7 | 110 | 93 | 64 | 54 | 19 | 16 | 3.7 | 37 | 5.2 | 47 | 5.8 | 58 | 5.2 | 52 | 6.8 | 57 | | | | | | |
| Female | | | 129 | 4079 | 8 | 6 | 121 | 94 | 75 | 58 | 15 | 12 | 3.6 | 36 | 5.2 | 47 | 5.6 | 56 | 4.9 | 49 | 6.6 | 55 | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| Hispanic/Latino | | | 190 | 4080 | 11 | 6 | 179 | 94 | 104 | 55 | 25 | 13 | 3.6 | 36 | 5.1 | 47 | 5.7 | 57 | 4.9 | 49 | 6.7 | 56 | | | | | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| Asian | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| Black or African American | | | 5 | 3882 | 0 | 0 | 5 | 100 | 2 | 40 | 0 | 0 | 2.6 | 26 | 4.2 | 38 | 4.6 | 46 | 4.8 | 48 | 5.0 | 42 | | | | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| White | | | 50 | 4167 | 5 | 10 | 45 | 90 | 32 | 64 | 9 | 18 | 4.0 | 40 | 5.4 | 49 | 6.0 | 60 | 5.5 | 55 | 7.0 | 59 | | | | | | |
| Two or More Races | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | |
| Economically Disadvantaged | | | Yes | 68 | 4058 | 5 | 7 | 63 | 93 | 34 | 50 | 9 | 13 | 3.6 | 36 | 5.3 | 48 | 5.2 | 52 | 4.8 | 48 | 6.5 | 54 | | | | | |
| | | | No | 179 | 4106 | 11 | 6 | 168 | 94 | 105 | 59 | 25 | 14 | 3.6 | 36 | 5.1 | 47 | 5.9 | 59 | 5.1 | 51 | 6.8 | 57 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Title I, Part A | | | Participants | 30 | 3995 | 3 | 10 | 27 | 90 | 14 | 47 | 4 | 13 | 3.2 | 32 | 4.6 | 42 | 5.3 | 53 | 4.8 | 48 | 6.0 | 50 | | | | | |
| | | | Nonparticipants | 217 | 4107 | 13 | 6 | 204 | 94 | 125 | 58 | 30 | 14 | 3.7 | 37 | 5.3 | 48 | 5.8 | 58 | 5.0 | 50 | 6.8 | 57 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Migrant | | | Yes | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| | | | No | 242 | 4103 | 14 | 6 | 228 | 94 | 139 | 57 | 34 | 14 | 3.7 | 37 | 5.2 | 48 | 5.8 | 58 | 5.0 | 50 | 6.8 | 57 | | | | | |
| No Information Provided | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Identified as Emergent Bilingual/English Learner | | | 21 | 4035 | 1 | 5 | 20 | 95 | 9 | 43 | 1 | 5 | 3.5 | 35 | 4.9 | 44 | 5.2 | 52 | 4.9 | 49 | 6.5 | 54 | | | | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Former EB/EL (Post Monitoring) | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 223 | 4100 | 14 | 6 | 209 | 94 | 129 | 58 | 32 | 14 | 3.6 | 36 | 5.2 | 47 | 5.8 | 58 | 5.0 | 50 | 6.8 | 56 | | | | | | |
| No Information Provided | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| | | | Nonparticipants | 247 | 4093 | 16 | 6 | 231 | 94 | 139 | 56 | 34 | 14 | 3.6 | 36 | 5.2 | 47 | 5.7 | 57 | 5.0 | 50 | 6.7 | 56 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| ESL | | | Participants | 13 | 3947 | 1 | 8 | 12 | 92 | 4 | 31 | 1 | 8 | 3.3 | 33 | 4.7 | 43 | 4.5 | 45 | 4.6 | 46 | 5.6 | 47 | | | | | |
| | | | Nonparticipants | 234 | 4101 | 15 | 6 | 219 | 94 | 135 | 58 | 33 | 14 | 3.7 | 37 | 5.2 | 47 | 5.8 | 58 | 5.0 | 50 | 6.8 | 57 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Special Education | | | Yes | 16 | 3724 | 5 | 31 | 11 | 69 | 3 | 19 | 1 | 6 | 2.8 | 28 | 3.6 | 32 | 3.5 | 35 | 3.8 | 38 | 4.3 | 36 | | | | | |
| | | | No | 228 | 4124 | 10 | 4 | 218 | 96 | 136 | 60 | 33 | 14 | 3.7 | 37 | 5.3 | 48 | 5.9 | 59 | 5.1 | 51 | 6.9 | 58 | | | | | |
| No Information Provided | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Section 504 | | | Yes | 30 | 4059 | 2 | 7 | 28 | 93 | 15 | 50 | 3 | 10 | 3.7 | 37 | 4.8 | 44 | 5.7 | 57 | 4.8 | 48 | 6.3 | 52 | | | | | |
| | | | No | 217 | 4098 | 14 | 6 | 203 | 94 | 124 | 57 | 31 | 14 | 3.6 | 36 | 5.2 | 48 | 5.7 | 57 | 5.0 | 50 | 6.8 | 57 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| Gifted/Talented | | | Participants | 22 | 4444 | 0 | 0 | 22 | 100 | 22 | 100 | 8 | 36 | 5.2 | 52 | 6.1 | 55 | 7.5 | 75 | 6.5 | 65 | 9.3 | 77 | | | | | |
| | | | Nonparticipants | 221 | 4066 | 15 | 7 | 206 | 93 | 117 | 53 | 26 | 12 | 3.5 | 35 | 5.1 | 47 | 5.6 | 56 | 4.9 | 49 | 6.5 | 54 | | | | | |
| No Information Provided | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |
| At-Risk | | | Yes | 103 | 3904 | 10 | 10 | 93 | 90 | 32 | 31 | 3 | 3 | 2.9 | 29 | 4.3 | 39 | 4.9 | 49 | 4.2 | 42 | 5.5 | 46 | | | | | |
| | | | No | 144 | 4228 | 6 | 4 | 138 | 96 | 107 | 74 | 31 | 22 | 4.2 | 42 | 5.8 | 53 | 6.3 | 63 | 5.6 | 56 | 7.6 | 63 | | | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | |

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Attendance Rate | | | | | | | | | | | | | |
| 2021-22 | 92.2% | 91.0% | 89.6% | 95.0% | 89.4% | 90.1% | * | * | - | 93.2% | 86.4% | 88.3% | 92.1% |
| 2020-21 | 95.0% | 93.6% | 92.9% | 95.6% | 92.5% | 94.4% | * | * | - | 95.1% | 90.1% | 91.6% | 90.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2021-22 | 25.7% | 32.3% | 36.6% | 18.2% | 36.3% | 40.2% | * | * | - | 27.3% | 50.0% | 44.1% | 34.8% |
| 2020-21 | 15.0% | 19.0% | 21.5% | 7.1% | 23.1% | 15.5% | * | * | - | 7.7% | 30.6% | 26.1% | 34.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2021-22 | 0.7% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 0.9% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2021-22 | 2.2% | 0.5% | 0.5% | 0.0% | 0.6% | 0.0% | * | * | - | 0.0% | 1.9% | 0.6% | 0.0% |
| 2020-21 | 2.4% | 0.1% | 0.1% | 0.0% | 0.1% | 0.0% | * | * | - | 0.0% | 0.0% | 0.1% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2022 | | | | | | | | | | | | | |
| Graduated | 89.7% | 99.3% | 99.5% | * | 99.4% | 100.0% | * | * | - | * | 100.0% | 100.0% | 100.0% |
| Received TxCHSE | 0.3% | 0.4% | 0.5% | * | 0.6% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.5% | 0.4% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Graduates and TxCHSE | 90.0% | 99.6% | 100.0% | * | 100.0% | 100.0% | * | * | - | * | 100.0% | 100.0% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.6% | 100.0% | 100.0% | * | 100.0% | 100.0% | * | * | - | * | 100.0% | 100.0% | 100.0% |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 91.5% | * | - | * | - | - | - | - | * | - | * | - |
| Received TxCHSE | 0.3% | 2.1% | * | - | * | - | - | - | - | * | - | * | - |
| Continued HS | 3.9% | 6.4% | * | - | * | - | - | - | - | * | - | * | - |
| Dropped Out | 5.8% | 0.0% | * | - | * | - | - | - | - | * | - | * | - |
| Graduates and TxCHSE | 90.3% | 93.6% | * | - | * | - | - | - | - | * | - | * | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 100.0% | * | - | * | - | - | - | - | * | - | * | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 92.2% | 93.9% | * | - | * | - | - | - | - | * | * | * | - |
| Received TxCHSE | 0.4% | 2.0% | * | - | * | - | - | - | - | * | * | * | - |
| Continued HS | 1.0% | 2.0% | * | - | * | - | - | - | - | * | * | * | - |
| Dropped Out | 6.3% | 2.0% | * | - | * | - | - | - | - | * | * | * | - |
| Graduates and TxCHSE | 92.7% | 95.9% | * | - | * | - | - | - | - | * | * | * | - |

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Graduates, TxCHSE, and Continuers | 93.7% | 98.0% | * | - | * | - | - | - | - | * | * | * | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 99.7% | 99.6% | * | 99.5% | 100.0% | - | * | * | * | 100.0% | 99.2% | 100.0% |
| Received TxCHSE | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | * | * | 0.0% | 0.0% | 0.0% |
| Continued HS | 1.1% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | * | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.2% | 0.3% | 0.4% | * | 0.5% | 0.0% | - | * | * | * | 0.0% | 0.8% | 0.0% |
| Graduates and TxCHSE | 92.7% | 99.7% | 99.6% | * | 99.5% | 100.0% | - | * | * | * | 100.0% | 99.2% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.8% | 99.7% | 99.6% | * | 99.5% | 100.0% | - | * | * | * | 100.0% | 99.2% | 100.0% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.7% | 99.7% | 99.6% | * | 99.5% | 100.0% | - | * | * | * | 100.0% | 99.2% | 100.0% |
| Received TxCHSE | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | * | * | 0.0% | 0.0% | 0.0% |
| Continued HS | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | * | * | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.2% | 0.3% | 0.4% | * | 0.5% | 0.0% | - | * | * | * | 0.0% | 0.8% | 0.0% |
| Graduates and TxCHSE | 93.2% | 99.7% | 99.6% | * | 99.5% | 100.0% | - | * | * | * | 100.0% | 99.2% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.8% | 99.7% | 99.6% | * | 99.5% | 100.0% | - | * | * | * | 100.0% | 99.2% | 100.0% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 99.7% | 99.6% | 100.0% | 99.5% | 100.0% | - | * | - | * | 100.0% | 100.0% | 100.0% |
| Received TxCHSE | 0.6% | 0.0% | 0.0% | 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% | 0.0% |
| Dropped Out | 6.2% | 0.3% | 0.4% | 0.0% | 0.5% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| Graduates and TxCHSE | 93.2% | 99.7% | 99.6% | 100.0% | 99.5% | 100.0% | - | * | - | * | 100.0% | 100.0% | 100.0% |
| Graduates, TxCHSE, and Continuers | 93.8% | 99.7% | 99.6% | 100.0% | 99.5% | 100.0% | - | * | - | * | 100.0% | 100.0% | 100.0% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2022 | 89.7% | 99.3% | 99.5% | * | 99.4% | 100.0% | * | * | - | * | 100.0% | 100.0% | 100.0% |
| Class of 2021 | 90.0% | 90.9% | * | - | * | - | - | - | - | * | * | * | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2022 | 59.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2022 | 3.7% | 7.5% | 1.4% | * | 1.7% | 0.0% | * | * | - | * | 12.5% | 1.9% | 0.0% |
| Class of 2021 | 3.8% | 18.6% | * | - | - | - | - | - | - | * | - | * | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2022 | 84.3% | 76.8% | 92.6% | * | 91.1% | 100.0% | * | * | - | * | 37.5% | 88.9% | 88.9% |
| Class of 2021 | 81.9% | 16.3% | * | - | - | - | - | - | - | * | - | * | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2022 | 88.0% | 84.3% | 94.0% | * | 92.7% | 100.0% | * | * | - | * | 50.0% | 90.7% | 88.9% |
| Class of 2021 | 85.7% | 34.9% | * | - | - | - | - | - | - | * | - | * | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 23.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 3.9% | 10.9% | 1.4% | * | 1.7% | 0.0% | * | * | - | * | 12.5% | 1.9% | 0.0% |
| 2020-21 | 3.8% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 82.3% | 77.7% | 92.6% | * | 91.1% | 100.0% | * | * | - | * | 37.5% | 89.7% | 88.9% |
| 2020-21 | 80.4% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 86.0% | 88.7% | 94.0% | * | 92.7% | 100.0% | * | * | - | * | 50.0% | 91.6% | 88.9% |
| 2020-21 | 84.1% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 70.0% | 63.0% | 73.0% | * | 74.3% | 73.3% | * | * | - | * | 75.0% | 68.2% | 66.7% |
| 2020-21 | 65.2% | 23.4% | * | - | - | - | - | - | - | * | - | * | - |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 52.9% | 40.8% | 49.8% | * | 49.2% | 56.7% | * | * | - | * | 25.0% | 42.1% | 44.4% |
| 2020-21 | 52.7% | 6.4% | * | - | - | - | - | - | - | * | - | * | - |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 57.1% | 40.8% | 49.3% | * | 47.5% | 56.7% | * | * | - | * | 6.3% | 40.2% | 22.2% |
| 2020-21 | 56.1% | 17.0% | * | - | - | - | - | - | - | * | - | * | - |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 48.2% | 26.0% | 32.1% | * | 30.7% | 43.3% | * | * | - | * | 6.3% | 22.4% | 11.1% |
| 2020-21 | 45.7% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 42.2% | 24.5% | 30.2% | * | 29.1% | 40.0% | * | * | - | * | 6.3% | 21.5% | 11.1% |
| 2020-21 | 40.4% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 20.5% | 7.5% | 9.3% | * | 9.5% | 6.7% | * | * | - | * | 6.3% | 8.4% | 0.0% |
| 2020-21 | 21.3% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 2.4% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| 2020-21 | 2.6% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 24.0% | 29.4% | 35.8% | * | 35.8% | 36.7% | * | * | - | * | 18.8% | 29.9% | 33.3% |
| 2020-21 | 25.9% | 4.3% | * | - | - | - | - | - | - | * | - | * | - |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 4.4% | 25.3% | 31.2% | * | 32.4% | 26.7% | * | * | - | * | 12.5% | 20.6% | 22.2% |
| 2020-21 | 4.4% | 2.1% | * | - | - | - | - | - | - | * | - | * | - |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 33.5% | 49.8% | 57.2% | * | 59.8% | 50.0% | * | * | - | * | 68.8% | 52.3% | 55.6% |
| 2020-21 | 24.2% | 19.1% | * | - | - | - | - | - | - | * | - | * | - |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 28.0% | 46.4% | 54.0% | * | 56.4% | 46.7% | * | * | - | * | 25.0% | 49.5% | 55.6% |

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21 | 18.4% | 19.1% | * | - | - | - | - | - | - | * | - | * | - |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 0.7% | 1.5% | 1.9% | * | 1.7% | 3.3% | * | * | - | * | 0.0% | 2.8% | 0.0% |
| 2020-21 | 0.7% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 2.5% | 0.4% | 0.5% | * | 0.6% | 0.0% | * | * | - | * | 6.3% | 0.0% | 0.0% |
| 2020-21 | 2.4% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2021-22 | 5.0% | 3.8% | 3.7% | * | 3.4% | 6.7% | * | * | - | * | 50.0% | 2.8% | 0.0% |
| 2020-21 | 4.4% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2021-22 | 22.8% | 32.8% | 39.5% | * | 38.5% | 46.7% | * | * | - | * | 6.3% | 32.7% | 22.2% |
| | 2020-21 | 25.9% | 17.0% | * | - | - | - | - | - | - | * | - | * | - |
| Mathematics | 2021-22 | 18.7% | 21.5% | 26.5% | * | 25.7% | 33.3% | * | * | - | * | 6.3% | 18.7% | 11.1% |
| | 2020-21 | 19.4% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Both Subjects | 2021-22 | 12.6% | 18.5% | 22.8% | * | 22.3% | 26.7% | * | * | - | * | 6.3% | 15.9% | 11.1% |
| | 2020-21 | 14.4% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2021-22 | 11.7% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| | 2020-21 | 8.6% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Mathematics | 2021-22 | 14.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| | 2020-21 | 10.3% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| Both Subjects | 2021-22 | 7.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| | 2020-21 | 4.9% | 0.0% | * | - | - | - | - | - | - | * | - | * | - |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2022 | 23.0% | 8.6% | 9.6% | * | 9.9% | 6.2% | * | * | - | * | 0.0% | 10.0% | 4.5% |
| | 2021 | 21.1% | 12.9% | 14.5% | 0.0% | 13.3% | 18.8% | * | * | - | 0.0% | 6.1% | 11.8% | 5.3% |
| English Language Arts | 2022 | 13.2% | 5.7% | 6.3% | * | 6.8% | 3.1% | * | * | - | * | 0.0% | 5.7% | 0.0% |
| | 2021 | 12.1% | 12.2% | 13.6% | 0.0% | 12.8% | 17.5% | * | * | - | 0.0% | 3.0% | 10.3% | 5.3% |
| Mathematics | 2022 | 6.9% | 0.8% | 0.9% | * | 0.5% | 1.5% | * | * | - | * | 0.0% | 0.4% | 0.0% |
| | 2021 | 6.1% | 0.5% | 0.6% | 0.0% | 0.5% | 0.0% | * | * | - | 0.0% | 0.0% | 0.4% | 0.0% |
| Science | 2022 | 9.6% | 1.2% | 1.3% | * | 1.0% | 0.0% | * | * | - | * | 0.0% | 0.9% | 0.0% |
| | 2021 | 8.7% | 0.7% | 0.8% | 0.0% | 1.0% | 0.0% | * | * | - | 0.0% | 0.0% | 1.1% | 0.0% |
| Social Studies | 2022 | 12.5% | 1.8% | 2.0% | * | 2.1% | 1.5% | * | * | - | * | 0.0% | 2.6% | 0.0% |
| | 2021 | 11.6% | 1.6% | 1.8% | 0.0% | 1.5% | 2.5% | * | * | - | 0.0% | 3.0% | 2.3% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2022 | 53.3% | 54.5% | 54.5% | - | 60.5% | * | - | * | - | * | - | 69.6% | * |
| | 2021 | 48.6% | 38.0% | 38.0% | - | 38.5% | 33.3% | * | * | - | - | * | 25.8% | * |
| English Language Arts | 2022 | 53.2% | 51.7% | 51.7% | - | 53.8% | * | - | - | - | * | - | 61.5% | - |
| | 2021 | 42.7% | 37.3% | 37.3% | - | 36.0% | 35.7% | - | * | - | - | * | 25.9% | * |
| Mathematics | 2022 | 50.4% | * | * | - | * | * | - | * | - | - | - | * | - |
| | 2021 | 49.4% | * | * | - | * | * | - | * | - | - | - | * | - |
| Science | 2022 | 44.7% | 16.7% | 16.7% | - | * | - | - | * | - | * | - | * | - |
| | 2021 | 41.4% | * | * | - | * | - | - | - | - | - | - | * | - |

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
TULOSO-MIDWAY H S (178912001) - TULOSO-MIDWAY ISD - NUECES COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2022 | 41.9% | 22.2% | 22.2% | - | 25.0% | * | - | - | - | - | - | 16.7% | - |
| | 2021 | 42.2% | 11.1% | 11.1% | - | 16.7% | * | * | - | - | - | * | 0.0% | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2021-22 | 71.5% | 43.4% | 53.0% | * | 54.2% | 46.7% | * | * | - | * | 12.5% | 44.9% | 44.4% |
| | 2020-21 | 70.8% | 100.0% | * | ? | ? | ? | ? | ? | - | * | ? | * | ? |
| At/Above Criterion for All Examinees | 2021-22 | 32.1% | 29.6% | 29.8% | * | 27.8% | 42.9% | - | * | - | * | * | 18.8% | * |
| | 2020-21 | 32.9% | 38.5% | 40.0% | * | 35.3% | 52.4% | * | * | - | - | * | 19.2% | * |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2021-22 | 1001 | 1020 | 1020 | * | 1018 | 1027 | - | * | - | * | * | 1005 | * |
| | 2020-21 | 1002 | 1039 | 1039 | 850 | 1020 | 1084 | - | 1390 | - | - | 890 | 961 | 800 |
| English Language Arts and Writing | 2021-22 | 506 | 527 | 527 | * | 525 | 532 | - | * | - | * | * | 522 | * |
| | 2020-21 | 504 | 530 | 530 | 380 | 521 | 554 | - | 680 | - | - | 450 | 494 | 390 |
| Mathematics | 2021-22 | 496 | 493 | 493 | * | 493 | 495 | - | * | - | * | * | 484 | * |
| | 2020-21 | 498 | 509 | 509 | 470 | 498 | 530 | - | 710 | - | - | 440 | 468 | 410 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2021-22 | 19.5 | 17.6 | 17.7 | * | 17.9 | * | - | - | - | - | * | 15.0 | * |
| | 2020-21 | 20.0 | 20.9 | 21.5 | - | 20.1 | 23.2 | 17.0 | - | - | - | - | 17.2 | - |
| English Language Arts | 2021-22 | 19.2 | 17.6 | 17.6 | * | 17.9 | * | - | - | - | - | * | 14.5 | * |
| | 2020-21 | 19.6 | 21.0 | 21.7 | - | 20.5 | 23.3 | 17.0 | - | - | - | - | 16.7 | - |
| Mathematics | 2021-22 | 19.3 | 16.7 | 16.7 | * | 16.8 | * | - | - | - | - | * | 15.2 | * |
| | 2020-21 | 19.9 | 20.1 | 20.5 | - | 19.4 | 22.2 | 14.0 | - | - | - | - | 17.3 | - |
| Science | 2021-22 | 19.8 | 18.3 | 18.5 | * | 18.5 | * | - | - | - | - | * | 15.7 | * |
| | 2020-21 | 20.3 | 20.7 | 21.3 | - | 19.6 | 23.3 | 18.0 | - | - | - | - | 17.3 | - |

Student Learning Strengths

TMHS met or exceeded the State approaches rate for all tests. TMHS showed increases in all subject areas from the previous year's cohort.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: TMHS math scores did not improve significantly enough for freshman second time testers. **Root Cause:** Lack of differentiated curriculum for second-time testers.

Problem Statement 2: TMHS attendance rates are below the state attendance rate. **Root Cause:** Lack of truancy filing, and a lack of incentives for students to improve attendance.

Problem Statement 3: Although we are above the State Average in passing rates, we were well below the state in students meeting academic growth. **Root Cause:** Lack of an MTSS process for all tested areas.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Tuloso-Midway High School provides all teachers with an aligned curriculum based on the TEKS Resource System to ensure all students have access to the required state standards and assured learning experiences.

The campuses commits to focus on curriculum and instruction, with the assistance of District Curriculum Administrators, to provide for an appropriate level of support to better meet students' academic needs. Intentional efforts and processes will be continued in order to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

Technology

Tuloso-Midway High School along with the District Technology Department have prepared a common vision for the use of technology. High School staff will identify strategies to ensure the use of technology to improve the academic achievement of all students. These strategies include the use of Google Classroom, Microsoft products, Parent Square, No Red Ink, and many other instructional programs that supplement the general curriculum. Implementation of these strategies will provide alternative instructional methods for engaging all types of learners, provide enhanced resources, and assist students in the development of higher level skills. The campus strives to provide the rigorous curriculum standards essential for academic and workplace success, and to build the capacity of all teachers to integrate technology effectively into teaching and learning.

Gifted and Talented

The TMHS Gifted/Talented Education Program provides an array of learning opportunities that are commensurate with the abilities of gifted/ talented students, emphasizing accelerated and enriched content in language arts, math, science, and social studies, specifically through the use of Honors Courses. Gifted/talented and other high-achieving students are provided comprehensive, structured, sequenced, and appropriately challenging educational programs in the four core academic areas. The goal of the GT Program is to increase student achievement for GT students by implementing research-based instructional strategies, identification practices, and program components aligned with the Texas State Plan.

Career and Technology Education

The TMHS Career and Technical Education Department (CTE) is dedicated to preparing students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education by providing coherent and rigorous content aligned with challenging standards and relevant knowledge and skills. A vital component of TMHS CTE is participation in CTE student organizations. Students enrolled in a CTE course have the opportunity to participate in a student organization appropriate to the course in which the student is enrolled. CTE student organizations promote leadership, offer job skill training, and provide scholarship opportunities. The District has implemented HB5 and will continue to refine its high school course offerings based upon student needs. Adjustments have been made to better prepare 8th graders for choosing their endorsement and program of study to begin their 9th grade year. Courses are offered in a multitude of areas. Some of these areas include welding, cosmetology, dental technician, automotive, engineering, animal science, plant science, business, marketing, graphic design, and health science to name a few. A complete list can be found on the district website. Starting in middle school, students are provided a CTE exploratory course to help guide them in choosing a pathway after high school. Efforts have been made to add business partnerships to programs to provide work-based learning opportunities to our students. TMHS offers a greater number of CTE Programs of Study compared to the vast majority of 4A schools in the State which will have a positive impact on the number of CTE “completers”. A CTE Advisory Committee meets twice a year and provides guidance for CTE program offerings. Because TMISD receives Perkins funds, a comprehensive local needs assessment (CLNA) is conducted every other year (most recent during the 2023-2024 school year).

State Compensatory Education (At-Risk)

TMHS utilizes a wide variety of programs to better reach its at-risk student population. At-Risk students have access to on-line learning programs for credit recovery or accelerated

learning, pull-out services (Grand Central Station), zero period courses designed to remediate math and reading skills, and the Compass Program designed to accelerate and support at-risk students to complete 9 hours of college credit before they graduate or complete the College Bridge Program.

Emergent Bilingual/English as a Second Language

TMHS EB students are provided services through ESL teachers. EB students also have the option to utilize Grand Central Station and language translation software to better meet their academic needs.

Special Education/Dyslexia

The TMHS SPED Department continually monitors students with qualifying conditions who receive services within the district to ensure that the individual needs of each student are being met. TMHS has also recently expanded its 18+Work Program to include an on-campus car wash and learning job skills at Goodwill Industries. Most recently, the Dyslexia treatment program was updated to reflect changes with HB 3928 .

Fine Arts

TMHS offers a robust Fine-Arts program with several award-winning programs including: jazz band, mariachi band, boys' and girls' choral programs, theater arts, and a traditional arts program. All programs have seen success at both the local and state levels.

Athletics

TMHS offers a wide variety of athletic programs for its students. High School students also assist as coaches for primary and intermediate students who participate in TM Youth Activities. Students in high school are also able to participate in multiple UIL sports during the academic year. Our sports teams have seen tremendous success and have qualified for the postseason in nearly every sport.

UIL Academics/Speech & Debate

TMHS also participates in UIL Academics and Speech & Debate competitions. Both of these programs are highly successful, and they have seen tremendous success including several students participating and placing at their prospective State competitions.

School Processes & Programs Strengths

Tuloso-Midway High School has seen tremendous success in all of its extra-curricular activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Facilities for both athletics and UIL academics need updated. **Root Cause:** Construction will need to be completed.

Problem Statement 2: TMHS math scores did not improve significantly enough for freshman second time testers. **Root Cause:** Lack of differentiated curriculum for second-time testers.

Problem Statement 3: TMHS attendance rates are below the state attendance rate. **Root Cause:** Lack of truancy filing, and a lack of incentives for students to improve attendance.

Problem Statement 4: Although we are above the State Average in passing rates, we were well below the state in students meeting academic growth. **Root Cause:** Lack of an MTSS process for all tested areas.

Problem Statement 5: There has been an increase in vaping at the high school. **Root Cause:** Lack of education on the consequences of vaping.

Problem Statement 6: Parents tend to only be involved in the activities that their students are involved in. **Root Cause:** Lack of opportunities for students and parents to be involved in general school activities.

Problem Statement 7: Bullying still remains an issue that effects several students. **Root Cause:** A revamped bullying education program is needed.

Perceptions

Perceptions Summary

Parents & Community

The district has encouraged parents to participate in district surveys and district committees such as the Student Health Advisory Committee (SHAC) and District Education Improvement Council (DEIC). The DEIC committee is composed of educators, business leaders, community members and parents. The SHAC committee is composed of mainly parents who are appointed by the Board of Trustees each school year. Although efforts have been made, there is still a lack of parent and community engagement at the high school. Parents are more than willing to help with whatever student organizations that their students are a part of but not with the high school as a whole.

Students

Students have pride in their school. This is evident in the success of our students in academics, sports, fine arts, etc. Students are excited about being provided with college level courses and opportunities to prepare for their careers through the Warpath Academy.

We have seen a dramatic uptick in the amount of students vaping on campus. Although our over all numbers are low, we still have some students who are the victims of bullying.

Perceptions Strengths

TMHS has a very active student body who are apart of a variety of student organizations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There has been an increase in vaping at the high school. **Root Cause:** Lack of education on the consequences of vaping.

Problem Statement 2: Parents tend to only be involved in the activities that their students are involved in. **Root Cause:** Lack of opportunities for students and parents to be involved in general school activities.

Problem Statement 3: Bullying still remains an issue that effects several students. **Root Cause:** A revamped bullying education program is needed.

Problem Statement 4: TMHS math scores did not improve significantly enough for freshman second time testers. **Root Cause:** Lack of differentiated curriculum for second-time testers.

Problem Statement 5: Facilities for both athletics and UIL academics need updated. **Root Cause:** Construction will need to be completed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: Students reading and writing at/above grade level as measured by the meets grade level standard on STAAR EOC for English I and English II will increase 3% annually.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC results

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Continue an accelerated instructional model for English I that will allow students to test twice a year. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC English I test. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, ELA Department Chair, & ELA teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |





| Strategy 2 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 2: Continue the use of Kagan strategies in the ELAR classroom to create an environment where students are engaged in the learning process. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC English I and English II test. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, ELA Department Chair, & ELA teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Utilize Lead4ward professional development and strategies. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC English I and English II test. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, ELA Department Chair, & ELA teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div> | | | |

Goal 1: Increase Student Achievement

Performance Objective 2: Mathematics: Students mathematically at/above grade level as measured by the meets grade level standard on STAAR EOC Algebra I will increase 3% annually.

HB3 Goal
Evaluation Data Sources: STAAR EOC results

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Continue an accelerated instructional model for Algebra I that will allow students to test twice a year. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC test. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, Math Department Chair, & Math teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Continue the use of Kagan strategies in the Math classroom to create an environment where students are engaged in the learning process. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC test. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, Math Department Chair, & Math teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |

| Strategy 3 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 3: Utilize Lead4ward professional development and strategies. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC test. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, Math Department Chair, & Math teachers. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 4 Details | Reviews | | |
| Strategy 4: Develop and utilize a remedial Algebra I curriculum that focuses on the development of math skills for those students that failed the initial December EOC administration. Strategy's Expected Result/Impact: Increase the amount of students that pass the Algebra I EOC in the Spring Administration. Staff Responsible for Monitoring: Principal, Assistant Principal for Curriculum and Instruction, Math Department Chair, & Math teachers. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: Increase Student Achievement

Performance Objective 3: Graduation Rate: Graduates that meet the criteria for CCMR as measured by Domain I: Student Achievement will increase 3% annually.

High Priority
HB3 Goal
Evaluation Data Sources: Domain I: Student Achievement (CCMR)

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Advanced Academics/Dual Credit Courses: TMHS Warpath Academy (PTECH/ECHS) and Texas College Bridge. Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR & Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199-PIC 38 College, Career, and Military | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Counselor - Student Direct Services: Senior Advising (PGP and Endorsement Plans) Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div> | | | |

Goal 1: Increase Student Achievement

Performance Objective 4: Special Education: Students receiving special education services reading at or above grade level as measured by the approaches grade level standard on the STAAR EOC for English I and English II will increase 3% annually.

High Priority
HB3 Goal
Evaluation Data Sources: Domain I: Student Achievement (STAAR EOC)

| Strategy 1 Details | | Reviews | | |
|---|--|-----------|-----|-----------|
| Strategy 1: Students will receive inclusion support. Strategy's Expected Result/Impact: Meet or exceed literacy goal for Special Education students. Staff Responsible for Monitoring: Assistant Director of Special Education, Campus Principal, and Assistant Principal for Student Support Services. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing | | Formative | | Summative |
| | | Nov | Feb | May |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 1: Increase Student Achievement

Performance Objective 5: Special Programs: Students in special programs will score at or above grade level as measured by the meets grade level standard on the STAAR EOC for Algebra I, English I, and English II will increase 3% annually.

High Priority

HB3 Goal

Evaluation Data Sources: Domain II: Student Growth (STAAR EOC) (Gifted and Talented, Emergent Bilingual, Dyslexia and At-Risk)

| Strategy 1 Details | | Reviews | | |
|---|--|-----------|-----|-----------|
| Strategy 1: Monitoring specific sub populations for academic growth through the use of formative and summative assessments through the use of DMAC software. Strategy's Expected Result/Impact: Meet or exceed literacy and math goals for all special population students. Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - 199-PIC 21 State Gifted & Talented (G/T), - 199-PIC 25 State Bilingual/ESL, - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed, - 199-PIC 37 Dyslexia, - 199-PIC 25 State Bilingual/ESL | | Formative | | Summative |
| | | Nov | Feb | May |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 1: Increase Student Achievement

Performance Objective 6: Continue to provide a one-to-one student to computer ratio.

High Priority
HB3 Goal
Evaluation Data Sources: Student computer checkout

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Tulos-Midway High School will utilize Title Funds to purchase additional Chromebooks for students that need them. Strategy's Expected Result/Impact: Increase student achievement in all tested areas. Staff Responsible for Monitoring: Principal, Director of Technology, & Librarian Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | | | |

Goal 2: Invest in a High Quality Staff

Performance Objective 1: Teacher Incentive Allotment: Year 2 Data Capture Year

High Priority

Evaluation Data Sources: Region 2 District Staff TAPR Reports

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Campus Administrators will calibrate T-TESS data in order to turn-in valid data for the collection year. Strategy's Expected Result/Impact: Successfully complete the TIA Data Capture Year Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |

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No Progress

100%

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Goal 2: Invest in a High Quality Staff

Performance Objective 2: Staff Development: All teachers will be the recipients of high quality instructional techniques and strategies to increase student achievement and decrease the drop out rate as measured by meeting the literacy and math goals for Domain I: Student Achievement

High Priority
HB3 Goal
Evaluation Data Sources: STAAR EOC Results

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: ESC Region 2 Contracted Services (Eduhero Compliance Trainings) Strategy's Expected Result/Impact: Comply with state and federal requirements for continuing professional education for all employees. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Teachers will receive Lead4ward training to increase student engagement in the classroom setting. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC tests. Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction & Campus Principal. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |

| Strategy 3 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 3: Teachers will receive local training to increase their knowledge of data disaggregation and proper PLC planning. Strategy's Expected Result/Impact: Increase the amount of students that pass the EOC tests. Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction & Campus Principal. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div> | | | |

Goal 2: Invest in a High Quality Staff

Performance Objective 3: Staff Retention: Participate in the teacher mentor and induction program for new to the profession and new to the district teachers.

Evaluation Data Sources: Professional Development Feedback Survey Results

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Facilitate the participation of new teachers and their mentors in the induction program. Strategy's Expected Result/Impact: Recruit and retain highly effective teachers Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | | | |

Goal 2: Invest in a High Quality Staff

Performance Objective 4: Staff Wellness: Increase offerings and opportunities for faculty and staff to engage in activities for personal growth and professional learning.

Evaluation Data Sources: Retention rate of teachers

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Facilitate professional development for all teachers and make appropriate funds available for out of district travel. Strategy's Expected Result/Impact: Recruit and retain highly effective teachers Staff Responsible for Monitoring: Campus Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | | | |

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 1: Student Attendance: Increase ADA to 94.5% (pre-Covid level).

Evaluation Data Sources: Campus Attendance Incentive Programs
Daily ADA Tracker by District by Campus
Daily Enrollment Tracker by District by Campus

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Utilize the attendance committee to develop an incentive program to increase daily attendance. Strategy's Expected Result/Impact: Increase in ADA. Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Utilize truancy courts to enforce state attendance mandates. Strategy's Expected Result/Impact: Increase ADA. Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div> | | | |

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 2: Safe and Secure Schools: Ensure safe and efficient facilities with sufficient instructional space for all staff and students where learning is the top priority.

- Evaluation Data Sources:
- Energy Usage Reports
 - Substitute Reports
 - Facility Work Tickets
 - Reduction in Receipt of Complaints
 - DAEP Referrals
 - Special Education ISS/OSS
 - Parent and Family Engagement Rates
 - Coordinated Health Program Evaluation

| Strategy 1 Details | | Reviews | | |
|---|--|-----------|-----|-----------|
| Strategy 1: 1:1 School Officer to Campus Ratio (Job Description) Strategy's Expected Result/Impact: Meet safe and secure schools goal Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | Formative | | Summative |
| | | Nov | Feb | May |
| | | | | |
| Strategy 2 Details | | Reviews | | |
| Strategy 2: Implement Navigate360 - District Emergency Operations Plan (EOP) Strategy's Expected Result/Impact: Meet safe and secure schools goal Staff Responsible for Monitoring: Assistant Principal for Discipline, Attendance, and Student Safety. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | Formative | | Summative |
| | | Nov | Feb | May |
| | | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | | |

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 3: Student Health and Nutrition: Meet or exceed federal and TEA standards for student wellness and a secure and drug free teaching and learning environment.

Evaluation Data Sources: Student Wellness Survey
Safe and Supportive Schools Program PEIMS Data
CH 21 Discipline PEIMS Data
EOP Audit Review
SHAC Program Evaluation (Wellness Plan)
FitnessGram Participation and Scores

| Strategy 1 Details | Reviews | | |
|---|------------------|------------|------------------|
| Strategy 1: Participate and contribute to the District Wellness Plan (Biennial Update) Strategy's Expected Result/Impact: Meet or exceed healthy schools goal Staff Responsible for Monitoring: Campus Principal and designated committee members. ESF Levers: Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Provide appropriate training regarding Administrative Regulations for 88th Legislative Policy Updates (Narcan, Fentanyl) Strategy's Expected Result/Impact: Meet or exceed healthy schools goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Participate and contribute to the CATCH Coordinated School Health Program (CSHP) Strategy's Expected Result/Impact: Meet or exceed healthy schools goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |



No Progress



Accomplished



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Discontinue

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 4: Student Welfare and Abuse Prevention: Meet or exceed federal and TEA standards for bullying, dating violence, and suicide prevention.

Evaluation Data Sources: Safe and Supportive Schools Program PEIMS Data
CH 21 Discipline PEIMS Data
EOP Audit Review
Mental Health Referrals (Social Worker, CPS)
Annual Compliance Training Completion (Eduhero)

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Utilize outside agencies to present on various topics such as bullying and suicide prevention. Strategy's Expected Result/Impact: Meet or exceed safe and secure schools goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Participate in Mental Health and Crisis Intervention : Staff Development and Program Training Strategy's Expected Result/Impact: Meet or exceed safe and secure schools goal Staff Responsible for Monitoring: Campus Principal and Social Worker ESF Levers: Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Provide all required training by the State of Texas utilizing EduHero. Strategy's Expected Result/Impact: Meet or exceed safe and secure schools goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |

| Strategy 4 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 4: Implement the Character Strong Counseling program as a schoolwide guidance curriculum. Strategy's Expected Result/Impact: Decrease bullying, increase attendance, increase school morale. Staff Responsible for Monitoring: Principals and Counselors Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 1: Comprehensive School Counseling Program: Meet or exceed time spent on student direct services (instruction) for postsecondary preparedness (Higher Education Admissions, Texas Grant Program; FAFSA; Teach for Texas Grant Program)

Evaluation Data Sources: Counselor Time Tracking Logs
Counselor Time Tracking Audit Report

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Counselor Time Tracking Log (80 Direct/20 Indirect Services) Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 2: Dropout Reduction and Prevention: Leavers will be less than 1% of annual student graduates.

Evaluation Data Sources: ADA Daily Tracker by District by Campus
Domain III: Graduate Rate
Fall Submission (Leaver) PEIMS Da

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Contact all students on the leaver list prior to Snapshot Strategy's Expected Result/Impact: Meet or exceed graduation rate goal Staff Responsible for Monitoring: Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 3: Transitions to High School and Postsecondary Education: Increase opportunities for coordinating and communicating strategies and information to middle school and high school students, their teachers and counselors, and their parents.

Evaluation Data Sources: Attendance/Participation Rates at CCMR Events
Course Schedule Request Reports
FAFSA Completion Reports
PGP/Endorsement Plan Change Request Reports
CCMR Indicator Met Reports

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Cadence for Master Schedule Design Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR and Campus Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 4: Special Student Population Services: 100% of Highly Mobile and At-Risk students (Homeless, PRS, Migrant) will graduate with their Cohort Class.

Evaluation Data Sources: Domain III: Graduate Rate

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Help develop and implement the TMHS-to-TMACC Referral Procedural Manual Strategy's Expected Result/Impact: Meet or exceed CCMR and graduate rate goals Staff Responsible for Monitoring: Director of At-Risk Services TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 5: CTE and Advanced Academics: Students earning dual credit will increase 5% annually.

High Priority

HB3 Goal

Evaluation Data Sources: Dual Credit Participation Rates
Dual Credit Partnerships
Occupational and Workforce Participation Rates
18+ Program Participation and Completion

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Partnerships with IHEs (TAMU-K; TAMU-CC; Coastal Bend College; Del Mar College) Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Partnerships for Work-Based Learning Opportunities: Experiential Learning Strategy's Expected Result/Impact: Meet or exceed CCMR goal (including CCMR indicator for IEP Completion) Staff Responsible for Monitoring: Coordinator for CTE/CCMR; Director of Special Education TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 6: Offer opportunities for students to explore college and career opportunities.

Evaluation Data Sources: Survey data

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Provide Career and Technical Education Information through 8th Grade Classes at TMMS, Tamale Fest, and other district sponsored events. Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

Goal 4: Increase College and Career Readiness

Performance Objective 7: Increase opportunities for students to receive their CCMR point.

Evaluation Data Sources: CCMR Data Upload

| Strategy 1 Details | Reviews | | |
|---|------------------|------------|------------------|
| Strategy 1: Utilize the New College Bridge Curriculum Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Increase TSI testing opportunities. Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR & Senior Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Continue the Compass At-Risk to College Program Strategy's Expected Result/Impact: Meet or exceed CCMR goal Staff Responsible for Monitoring: Coordinator for CTE/CCMR & Senior Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | Summative |
| | Nov | Feb | May |
| | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Increase Parent and Family Engagement

Performance Objective 1: Parent and Family Engagement: Collaborate with various stakeholders including parents to improve district policies, activities, and events, and increase parent and family engagement.

Evaluation Data Sources: Comprehensive Needs Assessment
DEIC Agenda and Meeting Minutes
PFE Event Participation Rate
Parent Square (Evidence of Communication and Promotion)

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Utilize Parent Square as the primary means of communication with parents. Strategy's Expected Result/Impact: Meet or exceed PFE goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Utilize parent surveys to gain feedback Strategy's Expected Result/Impact: Meet or exceed PFE goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Reviews | | |
| Strategy 3: Increase parent and family engagement activities. Strategy's Expected Result/Impact: Meet or exceed PFE goal Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | Summative |
| | Nov | Feb | May |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

State Compensatory

Budget for Tuloso-Midway High School

Total SCE Funds: \$51,278.00

Total FTEs Funded by SCE: 4.6

Brief Description of SCE Services and/or Programs

This will fund zero period remediation courses, tutorials, intersessions, summer school, DAEP, and Grand Central Station.

Personnel for Tuloso-Midway High School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|-----------------------|------------|
| Bianca Caranza | GCS Paraprofessional | 1 |
| Carolyn Hatcher | DAEP Paraprofessional | 1 |
| Esmerelda Cosio | GCS Teacher | 0.2 |
| Esmerelda Romero | GCS Teacher | 0.2 |
| Lisa Colunga | DAEP Teacher | 1 |
| Patricia Flores | GCS Teacher | 0.2 |
| Valerie Colunga | GCS Teacher | 1 |

Campus Funding Summary

| 199 General | | | | | |
|--|-----------|----------|------------------|--------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$18,824.00 |
| +/- Difference | | | | | \$18,824.00 |
| 199-PIC 21 State Gifted & Talented (G/T) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$7,355.00 |
| +/- Difference | | | | | \$7,355.00 |
| 199-PIC 22 State Career & Technical Ed (CTE) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$1,422,382.00 |
| +/- Difference | | | | | \$1,422,382.00 |
| 199-PIC 24 State Comp Ed (SCE), Accelerated Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$51,278.00 |
| +/- Difference | | | | | \$51,278.00 |
| 199-PIC 25 State Bilingual/ESL | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | | | \$0.00 |
| 1 | 5 | 1 | | | \$0.00 |

| 199-PIC 25 State Bilingual/ESL | | | | | |
|--|-----------|----------|------------------|--------------|----------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$43,843.00 |
| +/- Difference | | | | | \$43,843.00 |
| 199-PIC 28 State Comp Ed (SCE), DAEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$137,338.00 |
| +/- Difference | | | | | \$137,338.00 |
| 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$624,342.00 |
| +/- Difference | | | | | \$624,342.00 |
| 199-PIC 37 Dyslexia | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$1,401.00 |
| +/- Difference | | | | | \$1,401.00 |
| 199-PIC 38 College, Career, and Military | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$749,444.00 |
| +/- Difference | | | | | \$749,444.00 |
| Grand Total Budgeted | | | | | \$3,056,207.00 |
| Grand Total Spent | | | | | \$0.00 |
| +/- Difference | | | | | \$3,056,207.00 |