

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District



SECTION 1

Texas Academic Performance Report

SECTION 2

PEIMS Financial Standard Report
(2022-2023 Financial Actual Report)

SECTION 3

2023-2024 District Accreditation Status

SECTION 4

Campus Performance Objectives

SECTION 5

Report on Violent or Criminal Incidents

SECTION 6

Student Performance in Postsecondary
Institutions

SECTION 7

Progress Toward Meeting Board-Adopted
HB 3 Goals

SECTION 8

2023-2024 TAPR Glossary

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District

SECTION 1

Texas Academic Performance Report



2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

District Number: 084906

2024 Special Education Determination Status:

Needs Assistance

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	67%	53%	72%	74%	*	*	-	74%	46%	86%	67%	68%	66%	72%
	2023	76%	77%	75%	63%	79%	82%	-	*	-	82%	47%	78%	75%	75%	74%	81%
At Meets Grade Level or Above	2024	48%	50%	36%	23%	39%	47%	*	*	-	33%	26%	57%	37%	33%	33%	37%
	2023	50%	52%	45%	32%	49%	48%	-	*	-	64%	23%	67%	45%	45%	44%	59%
At Masters Grade Level	2024	21%	23%	15%	6%	17%	23%	*	*	-	19%	9%	29%	16%	13%	13%	17%
	2023	20%	21%	13%	7%	15%	14%	-	*	-	23%	7%	22%	12%	16%	12%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	72%	64%	47%	70%	76%	*	*	-	48%	46%	93%	64%	64%	61%	78%
	2023	73%	74%	72%	61%	77%	79%	-	*	-	73%	48%	89%	74%	68%	71%	83%
At Meets Grade Level or Above	2024	42%	44%	32%	19%	34%	50%	*	*	-	22%	25%	43%	33%	30%	29%	38%
	2023	45%	46%	41%	25%	46%	49%	-	*	-	55%	24%	44%	43%	34%	38%	53%
At Masters Grade Level	2024	15%	17%	11%	5%	11%	21%	*	*	-	11%	9%	14%	12%	11%	10%	9%
	2023	19%	20%	13%	6%	15%	18%	-	*	-	9%	9%	0%	13%	12%	12%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	76%	62%	78%	89%	-	*	-	85%	54%	80%	78%	72%	74%	81%
	2023	77%	77%	72%	63%	71%	88%	-	*	*	84%	47%	100%	73%	71%	69%	68%
At Meets Grade Level or Above	2024	51%	53%	39%	26%	43%	47%	-	*	-	50%	19%	50%	41%	36%	37%	52%
	2023	48%	48%	36%	21%	35%	55%	-	*	*	48%	17%	36%	37%	33%	32%	30%
At Masters Grade Level	2024	23%	24%	15%	5%	17%	20%	-	*	-	23%	6%	20%	16%	12%	14%	20%
	2023	22%	22%	15%	5%	16%	25%	-	*	*	24%	7%	7%	17%	11%	12%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	71%	62%	45%	67%	75%	-	*	-	73%	40%	70%	66%	55%	60%	72%
	2023	71%	72%	62%	52%	59%	81%	-	*	*	80%	38%	86%	63%	61%	59%	57%
At Meets Grade Level or Above	2024	46%	48%	36%	20%	43%	40%	-	*	-	46%	19%	40%	40%	29%	35%	54%
	2023	48%	49%	38%	23%	32%	66%	-	*	*	64%	19%	36%	39%	36%	33%	32%
At Masters Grade Level	2024	21%	23%	13%	3%	16%	17%	-	*	-	19%	4%	10%	15%	9%	12%	23%
	2023	22%	23%	17%	7%	16%	30%	-	*	*	32%	8%	0%	19%	14%	14%	14%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	79%	67%	54%	68%	85%	-	*	-	75%	40%	65%	68%	65%	63%	67%
	2023	81%	81%	73%	57%	76%	84%	*	*	-	92%	49%	75%	77%	63%	71%	74%
At Meets Grade Level or Above	2024	55%	55%	38%	23%	38%	56%	-	*	-	55%	15%	35%	40%	33%	33%	40%
	2023	57%	57%	45%	30%	49%	52%	*	*	-	60%	22%	33%	47%	39%	42%	47%
At Masters Grade Level	2024	29%	30%	14%	5%	14%	23%	-	*	-	35%	1%	12%	16%	11%	12%	13%
	2023	28%	29%	18%	9%	20%	23%	*	*	-	24%	8%	8%	19%	15%	16%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	65%	51%	67%	81%	-	*	-	86%	44%	82%	68%	61%	63%	61%
	2023	80%	79%	76%	63%	78%	80%	*	*	-	96%	53%	67%	80%	65%	73%	78%
At Meets Grade Level or Above	2024	50%	52%	32%	17%	31%	56%	-	*	-	43%	19%	35%	35%	25%	27%	30%
	2023	51%	51%	43%	30%	50%	44%	*	*	-	40%	24%	42%	47%	34%	41%	53%
At Masters Grade Level	2024	19%	21%	9%	2%	10%	17%	-	*	-	10%	5%	6%	12%	4%	7%	10%
	2023	21%	22%	13%	6%	14%	19%	*	*	-	12%	7%	17%	13%	12%	12%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	37%	21%	38%	60%	-	*	-	60%	21%	53%	38%	36%	34%	36%
	2023	65%	64%	50%	34%	49%	70%	*	*	-	56%	36%	50%	53%	45%	48%	41%
At Meets Grade Level or Above	2024	28%	29%	12%	4%	12%	23%	-	*	-	20%	10%	6%	14%	10%	11%	13%
	2023	36%	35%	20%	8%	20%	33%	*	*	-	28%	19%	17%	21%	16%	18%	16%
At Masters Grade Level	2024	11%	12%	4%	0%	4%	6%	-	*	-	10%	3%	0%	4%	3%	3%	5%
	2023	16%	15%	8%	3%	9%	13%	*	*	-	4%	8%	8%	8%	8%	7%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	77%	70%	55%	75%	78%	*	*	-	81%	44%	80%	74%	63%	68%	77%
	2023	77%	77%	67%	57%	69%	79%	*	*	*	69%	39%	*	67%	66%	65%	69%
At Meets Grade Level or Above	2024	57%	57%	48%	34%	50%	58%	*	*	-	67%	23%	60%	53%	36%	44%	49%
	2023	52%	54%	39%	26%	44%	54%	*	*	*	21%	19%	*	42%	32%	37%	44%
At Masters Grade Level	2024	26%	27%	17%	9%	18%	24%	*	*	-	22%	7%	10%	19%	13%	14%	16%
	2023	22%	24%	12%	7%	15%	19%	*	*	*	0%	7%	*	12%	12%	11%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	63%	50%	66%	71%	*	*	-	74%	41%	60%	67%	53%	60%	69%
	2023	75%	75%	64%	53%	68%	73%	*	*	*	57%	46%	*	66%	60%	62%	62%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	41%	27%	17%	30%	31%	*	*	-	30%	16%	30%	30%	19%	24%	28%
	2023	40%	40%	21%	17%	22%	27%	*	*	*	11%	17%	*	22%	19%	19%	19%
At Masters Grade Level	2024	14%	15%	6%	2%	6%	10%	*	*	-	4%	6%	0%	6%	5%	4%	5%
	2023	16%	17%	6%	3%	7%	8%	*	*	*	0%	9%	*	7%	4%	5%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	61%	47%	64%	76%	*	*	*	62%	28%	60%	62%	60%	59%	56%
	2023	78%	78%	62%	47%	64%	79%	-	*	-	61%	34%	40%	62%	62%	58%	63%
At Meets Grade Level or Above	2024	54%	56%	37%	23%	39%	55%	*	*	*	29%	16%	40%	38%	32%	35%	33%
	2023	55%	55%	35%	25%	34%	50%	-	*	-	35%	20%	20%	34%	37%	31%	29%
At Masters Grade Level	2024	29%	31%	15%	9%	15%	27%	*	*	*	15%	8%	0%	15%	14%	14%	12%
	2023	27%	28%	11%	8%	10%	17%	-	*	-	4%	6%	0%	11%	12%	9%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	57%	34%	27%	33%	46%	*	*	*	42%	19%	40%	34%	35%	34%	32%
	2023	63%	63%	41%	35%	38%	58%	-	*	-	37%	27%	20%	40%	43%	40%	44%
At Meets Grade Level or Above	2024	34%	35%	16%	12%	15%	27%	*	*	*	12%	14%	0%	15%	16%	15%	13%
	2023	37%	38%	17%	16%	12%	28%	-	*	-	16%	18%	0%	17%	16%	15%	12%
At Masters Grade Level	2024	11%	12%	3%	3%	2%	5%	*	*	*	0%	6%	0%	3%	2%	2%	2%
	2023	11%	12%	3%	5%	1%	4%	-	*	-	0%	10%	0%	2%	4%	3%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	69%	61%	69%	83%	-	*	-	62%	42%	*	71%	65%	65%	69%
	2023	83%	83%	71%	62%	74%	80%	*	*	*	81%	45%	*	72%	68%	69%	68%
At Meets Grade Level or Above	2024	56%	58%	37%	25%	34%	64%	-	*	-	34%	22%	*	38%	35%	33%	31%
	2023	58%	58%	36%	26%	39%	44%	*	*	*	48%	21%	*	38%	30%	32%	31%
At Masters Grade Level	2024	29%	32%	15%	10%	13%	30%	-	*	-	10%	8%	*	17%	12%	13%	9%
	2023	28%	29%	14%	11%	15%	14%	*	*	*	26%	9%	*	15%	11%	11%	4%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	58%	48%	61%	67%	-	*	-	50%	40%	*	61%	51%	56%	60%
	2023	76%	76%	63%	55%	65%	71%	*	*	*	76%	43%	*	62%	65%	61%	59%
At Meets Grade Level or Above	2024	43%	45%	26%	20%	25%	41%	-	*	-	18%	18%	*	28%	23%	24%	24%
	2023	46%	46%	29%	19%	29%	43%	*	*	*	44%	25%	*	29%	28%	26%	25%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	18%	7%	6%	4%	15%	-	*	-	4%	11%	*	7%	7%	7%	5%
	2023	17%	18%	10%	6%	10%	13%	*	*	*	12%	8%	*	11%	7%	9%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	71%	52%	37%	52%	74%	-	*	-	47%	32%	*	52%	51%	47%	52%
	2023	74%	75%	56%	44%	58%	69%	*	*	*	78%	38%	*	58%	52%	54%	46%
At Meets Grade Level or Above	2024	44%	46%	22%	14%	17%	44%	-	*	-	23%	17%	*	25%	16%	17%	11%
	2023	47%	49%	28%	17%	28%	41%	*	*	*	44%	25%	*	29%	24%	24%	18%
At Masters Grade Level	2024	17%	19%	8%	6%	4%	19%	-	*	-	3%	9%	*	8%	8%	7%	5%
	2023	17%	19%	8%	4%	6%	13%	*	*	*	26%	7%	*	9%	4%	7%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	61%	41%	30%	36%	67%	-	*	-	40%	29%	*	41%	40%	36%	36%
	2023	62%	62%	37%	29%	39%	45%	*	*	*	52%	25%	*	40%	30%	33%	29%
At Meets Grade Level or Above	2024	33%	34%	16%	11%	11%	38%	-	*	-	13%	16%	*	18%	13%	14%	8%
	2023	33%	34%	16%	8%	19%	23%	*	*	*	33%	21%	*	19%	10%	14%	9%
At Masters Grade Level	2024	17%	18%	7%	5%	3%	17%	-	*	-	3%	8%	*	7%	6%	6%	4%
	2023	16%	18%	5%	4%	6%	5%	*	*	*	11%	9%	*	6%	3%	4%	1%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	70%	58%	54%	60%	59%	*	*	*	64%	33%	60%	63%	49%	57%	51%
	2023	72%	71%	60%	50%	64%	74%	*	60%	-	52%	35%	33%	62%	56%	56%	52%
At Meets Grade Level or Above	2024	52%	51%	35%	30%	37%	40%	*	*	*	45%	18%	30%	37%	32%	33%	26%
	2023	52%	51%	35%	22%	39%	54%	*	60%	-	28%	22%	0%	36%	33%	31%	21%
At Masters Grade Level	2024	16%	17%	7%	5%	8%	9%	*	*	*	11%	7%	0%	8%	6%	6%	4%
	2023	13%	14%	7%	2%	7%	14%	*	0%	-	10%	8%	0%	7%	5%	5%	5%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	63%	54%	65%	73%	-	*	-	58%	44%	83%	67%	53%	60%	44%
	2023	74%	73%	62%	54%	64%	70%	*	80%	-	68%	36%	45%	65%	54%	58%	43%
At Meets Grade Level or Above	2024	58%	58%	43%	29%	48%	54%	-	*	-	38%	24%	50%	47%	34%	38%	25%
	2023	54%	53%	39%	27%	42%	50%	*	20%	-	56%	21%	18%	42%	30%	33%	19%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	9%	9%	4%	1%	5%	7%	-	*	-	4%	6%	0%	5%	2%	4%	4%
	2023	9%	9%	4%	1%	4%	8%	*	0%	-	3%	8%	0%	4%	2%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	81%	60%	54%	65%	63%	*	*	*	56%	41%	60%	64%	54%	59%	62%
	2023	79%	79%	68%	63%	70%	74%	*	*	-	63%	49%	29%	71%	61%	65%	59%
At Meets Grade Level or Above	2024	43%	46%	20%	11%	24%	30%	*	*	*	22%	15%	0%	24%	14%	18%	20%
	2023	43%	46%	31%	20%	35%	36%	*	*	-	38%	20%	0%	33%	25%	27%	22%
At Masters Grade Level	2024	24%	27%	9%	7%	10%	12%	*	*	*	10%	6%	0%	11%	6%	9%	9%
	2023	23%	26%	16%	9%	20%	15%	*	*	-	22%	11%	0%	18%	10%	13%	12%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	91%	84%	80%	85%	89%	*	*	*	88%	69%	83%	85%	81%	83%	82%
	2023	88%	87%	80%	72%	82%	88%	*	83%	-	89%	64%	20%	80%	80%	77%	72%
At Meets Grade Level or Above	2024	56%	58%	36%	32%	34%	45%	*	*	*	53%	22%	33%	36%	35%	33%	17%
	2023	56%	56%	37%	25%	40%	51%	*	33%	-	37%	27%	0%	40%	31%	32%	20%
At Masters Grade Level	2024	19%	22%	7%	4%	6%	8%	*	*	*	20%	5%	0%	6%	7%	6%	3%
	2023	21%	23%	8%	4%	10%	15%	*	0%	-	5%	9%	0%	9%	6%	7%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	90%	86%	90%	94%	*	*	-	83%	83%	*	91%	87%	88%	80%
	2023	94%	94%	88%	85%	88%	92%	-	*	-	91%	75%	67%	89%	87%	87%	79%
At Meets Grade Level or Above	2024	69%	70%	48%	32%	51%	66%	*	*	-	44%	38%	*	51%	40%	43%	32%
	2023	70%	71%	53%	39%	52%	69%	-	*	-	70%	34%	56%	53%	52%	49%	26%
At Masters Grade Level	2024	37%	39%	17%	10%	19%	24%	*	*	-	22%	14%	*	19%	13%	16%	11%
	2023	38%	41%	21%	9%	21%	33%	-	*	-	36%	12%	11%	22%	17%	17%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	91%	88%	84%	85%	93%	-	*	-	*	-	*	90%	75%	87%	-
	2023	90%	92%	86%	87%	81%	95%	-	*	-	*	-	-	87%	83%	80%	*
At Meets Grade Level or Above	2024	59%	67%	41%	32%	32%	50%	-	*	-	*	-	*	44%	25%	35%	-
	2023	61%	67%	32%	13%	32%	41%	-	*	-	*	-	-	31%	33%	33%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2024	12%	16%	0%	0%	0%	0%	-	*	-	*	-	*	0%	0%	0%	-
	2023	12%	15%	0%	0%	0%	0%	-	*	-	*	-	-	0%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	75%	63%	52%	65%	74%	79%	89%	40%	65%	42%	71%	65%	58%	60%	61%
	2023	76%	76%	65%	55%	67%	76%	70%	86%	50%	72%	44%	62%	67%	62%	63%	61%
At Meets Grade Level or Above	2024	48%	50%	32%	22%	33%	46%	43%	70%	20%	35%	19%	34%	34%	27%	29%	28%
	2023	49%	50%	34%	23%	36%	46%	35%	60%	38%	42%	22%	29%	36%	30%	31%	28%
At Masters Grade Level	2024	20%	22%	10%	5%	10%	16%	21%	45%	0%	12%	7%	9%	11%	8%	9%	9%
	2023	20%	21%	11%	6%	12%	16%	15%	26%	25%	15%	8%	5%	12%	9%	9%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	76%	66%	55%	68%	76%	60%	85%	*	69%	42%	74%	68%	60%	63%	63%
	2023	77%	77%	67%	56%	69%	79%	57%	83%	*	73%	42%	66%	68%	63%	64%	63%
At Meets Grade Level or Above	2024	54%	55%	39%	27%	41%	52%	60%	70%	*	43%	20%	46%	41%	34%	35%	35%
	2023	53%	53%	38%	26%	41%	51%	29%	61%	*	44%	21%	31%	40%	34%	35%	34%
At Masters Grade Level	2024	22%	23%	12%	6%	13%	19%	40%	45%	*	16%	6%	12%	13%	10%	11%	11%
	2023	20%	21%	11%	6%	12%	16%	29%	28%	*	14%	8%	6%	11%	10%	9%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	59%	47%	62%	70%	83%	94%	*	60%	39%	70%	62%	54%	57%	62%
	2023	75%	75%	65%	55%	66%	75%	71%	83%	*	70%	44%	65%	66%	61%	62%	63%
At Meets Grade Level or Above	2024	43%	45%	27%	16%	29%	39%	0%	69%	*	27%	18%	28%	29%	22%	25%	28%
	2023	45%	46%	31%	21%	32%	42%	43%	75%	*	39%	21%	29%	33%	27%	28%	30%
At Masters Grade Level	2024	17%	19%	8%	4%	8%	14%	0%	44%	*	8%	7%	6%	9%	6%	7%	9%
	2023	19%	20%	11%	6%	12%	15%	14%	42%	*	13%	9%	4%	12%	9%	10%	11%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	75%	61%	52%	61%	76%	*	83%	*	68%	43%	63%	62%	59%	58%	59%
	2023	77%	77%	64%	53%	65%	76%	80%	88%	*	73%	46%	40%	65%	62%	61%	53%
At Meets Grade Level or Above	2024	43%	45%	25%	19%	22%	38%	*	67%	*	36%	17%	15%	27%	22%	22%	13%
	2023	47%	48%	29%	18%	31%	42%	40%	38%	*	37%	23%	15%	31%	25%	25%	18%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	18%	6%	3%	5%	11%	*	50%	*	12%	5%	4%	6%	6%	6%	4%
	2023	18%	20%	8%	4%	8%	14%	0%	0%	*	13%	8%	5%	9%	6%	7%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	66%	60%	65%	82%	*	100%	-	56%	56%	75%	67%	65%	62%	55%
	2023	78%	78%	65%	57%	66%	72%	*	*	*	73%	48%	58%	66%	61%	62%	53%
At Meets Grade Level or Above	2024	51%	52%	33%	23%	32%	52%	*	80%	-	25%	27%	25%	35%	28%	28%	18%
	2023	52%	52%	36%	24%	37%	49%	*	*	*	53%	27%	42%	37%	33%	32%	17%
At Masters Grade Level	2024	27%	29%	12%	8%	11%	21%	*	40%	-	10%	11%	25%	13%	10%	11%	7%
	2023	27%	29%	13%	6%	14%	21%	*	*	*	25%	10%	8%	15%	11%	11%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	37%	27%	14%	29%	41%	*	*	-	22%	21%	36%	29%	22%	24%	30%
	2023	37%	38%	33%	19%	38%	38%	-	*	-	50%	19%	44%	35%	29%	32%	47%
Reading and Mathematics Including EOC	2024	35%	37%	27%	14%	29%	41%	*	*	-	22%	21%	36%	29%	22%	24%	30%
	2023	37%	38%	33%	19%	38%	38%	-	*	-	50%	19%	44%	35%	29%	32%	47%
Reading Including EOC	2024	48%	50%	36%	23%	39%	47%	*	*	-	33%	26%	57%	37%	33%	33%	37%
	2023	50%	52%	45%	32%	49%	48%	-	*	-	64%	23%	67%	45%	45%	44%	59%
Math Including EOC	2024	42%	44%	32%	19%	34%	50%	*	*	-	22%	25%	43%	33%	30%	29%	38%
	2023	45%	46%	41%	25%	46%	49%	-	*	-	55%	24%	44%	43%	34%	38%	53%
4th Graders																	
Reading and Mathematics	2024	38%	40%	27%	13%	34%	31%	-	*	-	27%	12%	30%	31%	20%	26%	45%
	2023	38%	39%	28%	13%	25%	52%	-	*	*	48%	14%	21%	29%	26%	24%	23%
Reading and Mathematics Including EOC	2024	38%	40%	27%	13%	34%	31%	-	*	-	27%	12%	30%	31%	20%	26%	45%
	2023	38%	39%	28%	13%	25%	52%	-	*	*	48%	14%	21%	29%	26%	24%	23%
Reading Including EOC	2024	51%	53%	39%	26%	43%	47%	-	*	-	50%	19%	50%	41%	36%	37%	52%
	2023	48%	48%	36%	21%	35%	55%	-	*	*	48%	17%	36%	37%	33%	32%	30%
Math Including EOC	2024	46%	48%	36%	20%	43%	40%	-	*	-	46%	19%	40%	40%	29%	35%	54%
	2023	48%	49%	38%	23%	32%	66%	-	*	*	64%	19%	36%	39%	36%	33%	32%
5th Graders																	
Reading and Mathematics	2024	42%	43%	25%	12%	24%	46%	-	*	-	35%	13%	18%	29%	18%	20%	25%
	2023	43%	43%	33%	22%	37%	36%	*	*	-	32%	16%	25%	35%	28%	30%	38%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	43%	25%	12%	24%	46%	-	*	-	35%	13%	18%	29%	18%	20%	25%
	2023	43%	43%	33%	22%	37%	36%	*	*	-	32%	16%	25%	35%	28%	30%	38%
Reading Including EOC	2024	55%	55%	38%	23%	38%	56%	-	*	-	55%	15%	35%	40%	33%	33%	40%
	2023	57%	57%	45%	30%	49%	52%	*	*	-	60%	22%	33%	47%	39%	42%	47%
Math Including EOC	2024	51%	52%	32%	17%	31%	56%	-	*	-	43%	19%	35%	35%	25%	27%	30%
	2023	51%	51%	43%	30%	50%	44%	*	*	-	40%	24%	42%	47%	34%	41%	53%
6th Graders																	
Reading and Mathematics	2024	36%	38%	24%	14%	27%	30%	*	*	-	26%	14%	30%	28%	16%	21%	25%
	2023	35%	36%	18%	14%	20%	25%	*	*	*	7%	15%	*	19%	15%	17%	18%
Reading and Mathematics Including EOC	2024	36%	38%	24%	14%	27%	30%	*	*	-	26%	14%	30%	28%	16%	21%	25%
	2023	35%	36%	18%	14%	20%	25%	*	*	*	7%	15%	*	19%	15%	17%	18%
Reading Including EOC	2024	57%	57%	48%	34%	50%	58%	*	*	-	67%	23%	60%	53%	36%	44%	49%
	2023	52%	53%	39%	26%	44%	54%	*	*	*	21%	19%	*	42%	32%	37%	44%
Math Including EOC	2024	40%	42%	27%	17%	30%	31%	*	*	-	30%	16%	30%	30%	19%	24%	28%
	2023	40%	41%	21%	17%	22%	27%	*	*	*	11%	17%	*	22%	19%	19%	19%
7th Graders																	
Reading and Mathematics	2024	35%	36%	18%	13%	18%	30%	*	*	*	12%	13%	0%	19%	16%	17%	15%
	2023	37%	38%	20%	17%	16%	29%	-	*	-	22%	17%	0%	21%	18%	17%	18%
Reading and Mathematics Including EOC	2024	36%	38%	18%	13%	18%	30%	*	*	*	12%	13%	0%	19%	16%	17%	15%
	2023	38%	39%	20%	17%	16%	29%	-	*	-	22%	17%	0%	21%	18%	17%	18%
Reading Including EOC	2024	54%	56%	37%	23%	39%	55%	*	*	*	29%	16%	40%	38%	32%	35%	33%
	2023	55%	55%	35%	25%	34%	50%	-	*	-	35%	20%	20%	34%	37%	31%	29%
Math Including EOC	2024	40%	42%	22%	16%	22%	36%	*	*	*	15%	15%	0%	24%	19%	22%	19%
	2023	43%	44%	25%	21%	20%	38%	-	*	-	30%	19%	0%	26%	22%	22%	22%
8th Graders																	
Reading and Mathematics	2024	28%	29%	14%	9%	12%	29%	-	*	-	12%	15%	*	14%	13%	12%	13%
	2023	31%	31%	15%	11%	15%	21%	*	*	*	24%	16%	*	15%	14%	14%	6%
Reading and Mathematics Including EOC	2024	41%	44%	22%	14%	20%	39%	-	*	-	21%	15%	*	24%	16%	17%	21%
	2023	44%	45%	22%	14%	24%	30%	*	*	*	38%	16%	*	24%	17%	19%	13%
Reading Including EOC	2024	57%	58%	37%	25%	34%	64%	-	*	-	34%	22%	*	38%	35%	33%	31%
	2023	58%	58%	36%	26%	39%	44%	*	*	*	48%	21%	*	38%	30%	32%	31%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	52%	28%	21%	26%	43%	-	*	-	23%	17%	*	30%	23%	24%	26%
	2023	51%	53%	30%	19%	31%	42%	*	*	*	46%	25%	*	31%	26%	26%	22%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	37%	23%	12%	24%	35%	*	67%	*	21%	15%	25%	25%	18%	20%	25%
	2023	37%	38%	24%	16%	25%	34%	*	88%	*	30%	16%	24%	26%	21%	22%	24%
Reading and Mathematics Including EOC	2024	38%	40%	24%	13%	25%	36%	*	69%	*	23%	15%	25%	26%	18%	21%	26%
	2023	39%	40%	25%	16%	26%	35%	*	88%	*	32%	16%	24%	27%	22%	23%	25%
Reading Including EOC	2024	54%	55%	39%	26%	40%	55%	*	69%	*	44%	20%	48%	41%	34%	36%	40%
	2023	53%	54%	39%	26%	42%	50%	*	88%	*	45%	20%	40%	40%	36%	36%	39%
Math Including EOC	2024	45%	47%	29%	19%	31%	43%	*	69%	*	28%	19%	33%	32%	24%	27%	31%
	2023	47%	47%	32%	22%	33%	44%	*	100%	*	40%	21%	33%	34%	28%	29%	32%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	68%	61%	49%	64%	70%	-	*	-	66%	54%	50%	61%	61%	60%	66%
	2023	55%	55%	50%	41%	52%	60%	-	*	*	46%	39%	75%	51%	48%	48%	56%
Grade 4 Mathematics	2024	60%	62%	54%	42%	62%	53%	-	*	-	48%	45%	65%	55%	50%	54%	68%
	2023	63%	64%	59%	59%	52%	69%	-	*	*	73%	46%	86%	55%	67%	57%	53%
Grade 5 ELA/Reading	2024	70%	71%	54%	46%	55%	63%	-	*	-	69%	38%	41%	53%	56%	52%	58%
	2023	65%	65%	54%	41%	55%	61%	*	*	-	76%	41%	38%	54%	52%	52%	50%
Grade 5 Mathematics	2024	65%	66%	50%	41%	53%	55%	-	*	-	45%	47%	56%	50%	48%	48%	51%
	2023	71%	70%	66%	66%	69%	60%	*	*	-	72%	64%	67%	67%	65%	66%	72%
Grade 6 ELA/Reading	2024	61%	62%	60%	49%	63%	66%	*	*	-	67%	43%	60%	63%	54%	56%	65%
	2023	51%	52%	44%	35%	47%	56%	*	*	*	19%	33%	*	44%	43%	43%	42%
Grade 6 Mathematics	2024	48%	50%	39%	37%	38%	46%	*	*	-	43%	37%	30%	39%	40%	37%	32%
	2023	54%	54%	44%	46%	41%	49%	*	*	*	34%	53%	*	43%	45%	43%	42%
Grade 7 ELA/Reading	2024	66%	67%	53%	47%	55%	61%	*	*	*	47%	37%	50%	54%	53%	52%	45%
	2023	71%	72%	56%	51%	54%	62%	-	*	-	65%	34%	40%	55%	56%	54%	55%
Grade 7 Mathematics	2024	49%	51%	38%	37%	34%	47%	*	-	*	42%	39%	50%	36%	42%	37%	34%
	2023	56%	56%	42%	41%	38%	56%	-	*	-	34%	46%	10%	42%	43%	41%	44%
Grade 8 ELA/Reading	2024	69%	71%	63%	60%	61%	75%	-	*	-	63%	47%	*	66%	57%	61%	57%
	2023	63%	62%	49%	43%	53%	47%	*	*	*	60%	40%	*	49%	48%	47%	49%
Grade 8 Mathematics	2024	66%	70%	61%	55%	64%	63%	-	*	-	60%	57%	*	62%	58%	61%	59%
	2023	74%	74%	68%	62%	69%	71%	*	*	*	80%	54%	*	67%	70%	67%	67%
End of Course English I	2024	64%	65%	58%	59%	59%	55%	*	*	*	53%	41%	58%	60%	54%	58%	61%
	2023	57%	56%	50%	41%	51%	63%	*	*	-	50%	32%	*	48%	54%	49%	36%
End of Course English II	2024	69%	70%	64%	60%	67%	63%	-	*	-	63%	49%	*	66%	59%	63%	53%
	2023	74%	73%	73%	73%	72%	75%	-	*	-	69%	60%	63%	76%	62%	72%	52%
End of Course Algebra I	2024	72%	76%	59%	57%	60%	60%	*	*	*	58%	61%	33%	60%	55%	59%	62%
	2023	76%	78%	76%	75%	79%	75%	*	*	-	74%	69%	*	77%	76%	76%	75%
All Grades Both Subjects	2024	64%	66%	55%	50%	57%	60%	38%	90%	*	55%	45%	52%	56%	53%	54%	54%
	2023	64%	64%	56%	52%	56%	62%	71%	56%	58%	57%	47%	56%	56%	56%	55%	53%
All Grades ELA/Reading	2024	67%	68%	59%	53%	60%	65%	*	100%	*	60%	44%	51%	60%	56%	57%	58%
	2023	63%	62%	53%	46%	55%	61%	67%	55%	*	55%	39%	49%	54%	51%	52%	49%
All Grades Mathematics	2024	60%	63%	50%	46%	52%	54%	*	78%	*	49%	47%	53%	51%	49%	50%	51%
	2023	66%	66%	59%	58%	58%	64%	75%	57%	*	60%	55%	65%	59%	61%	58%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	38%	32%	35%	67%	-	-	-	*	29%	*	41%	33%	35%	37%
	2023	33%	32%	33%	29%	31%	69%	-	-	-	*	21%	*	37%	27%	32%	43%
Grade 4 Mathematics	2024	26%	28%	27%	18%	27%	50%	-	-	-	33%	22%	*	25%	29%	28%	23%
	2023	27%	27%	26%	30%	22%	33%	-	-	-	*	16%	80%	23%	32%	26%	26%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	36%	22%	12%	26%	40%	-	-	-	*	14%	*	25%	15%	20%	23%
	2023	37%	36%	31%	15%	37%	50%	-	-	-	60%	23%	*	33%	27%	31%	26%
Grade 5 Mathematics	2024	41%	40%	35%	31%	39%	24%	-	-	-	*	26%	*	35%	34%	34%	29%
	2023	48%	45%	44%	37%	45%	46%	-	-	-	88%	30%	43%	45%	42%	42%	41%
Grade 6 ELA/Reading	2024	24%	24%	26%	17%	29%	41%	*	-	-	*	21%	*	27%	25%	25%	25%
	2023	26%	25%	23%	18%	23%	43%	*	-	-	11%	17%	*	25%	19%	23%	13%
Grade 6 Mathematics	2024	27%	27%	16%	17%	7%	35%	*	-	-	*	10%	*	17%	16%	15%	5%
	2023	35%	34%	30%	25%	28%	48%	*	-	-	14%	24%	*	28%	32%	27%	16%
Grade 7 ELA/Reading	2024	23%	23%	13%	14%	15%	7%	*	-	-	0%	12%	*	15%	9%	11%	5%
	2023	39%	38%	23%	18%	27%	27%	-	-	-	27%	9%	*	23%	25%	23%	30%
Grade 7 Mathematics	2024	14%	15%	11%	12%	12%	13%	-	-	-	0%	7%	*	11%	12%	12%	10%
	2023	22%	20%	16%	9%	19%	21%	-	-	-	29%	13%	*	17%	14%	16%	24%
Grade 8 ELA/Reading	2024	34%	36%	36%	36%	37%	31%	-	-	-	31%	18%	*	37%	34%	36%	43%
	2023	39%	37%	35%	26%	41%	43%	-	*	*	*	21%	-	35%	35%	36%	36%
Grade 8 Mathematics	2024	44%	47%	37%	29%	42%	38%	-	-	-	31%	29%	*	39%	30%	36%	36%
	2023	49%	48%	39%	36%	40%	41%	-	-	*	67%	20%	*	38%	44%	40%	38%
End of Course English I	2024	20%	21%	24%	28%	26%	5%	-	-	*	20%	16%	*	30%	11%	26%	32%
	2023	26%	25%	21%	17%	29%	14%	*	-	-	*	0%	*	21%	22%	21%	17%
End of Course English II	2024	29%	31%	25%	36%	21%	16%	-	-	-	0%	18%	*	29%	18%	25%	4%
	2023	41%	40%	41%	43%	41%	41%	-	*	-	33%	24%	*	47%	25%	41%	19%
End of Course Algebra I	2024	55%	56%	40%	34%	43%	45%	-	-	*	50%	39%	*	43%	32%	38%	49%
	2023	58%	57%	45%	47%	41%	50%	*	-	-	33%	28%	*	49%	38%	43%	34%
All Grades Both Subjects	2024	32%	33%	28%	25%	29%	32%	*	-	*	26%	20%	33%	30%	24%	27%	26%
	2023	38%	37%	32%	28%	32%	40%	*	*	*	36%	19%	38%	32%	30%	31%	29%
All Grades ELA/Reading	2024	30%	30%	26%	25%	27%	28%	*	-	*	23%	18%	10%	29%	21%	26%	25%
	2023	35%	34%	30%	24%	32%	41%	*	*	*	28%	17%	39%	31%	26%	29%	27%
All Grades Mathematics	2024	35%	36%	29%	24%	31%	35%	*	-	*	30%	22%	47%	31%	26%	29%	28%
	2023	40%	39%	33%	31%	33%	40%	*	-	*	44%	22%	37%	34%	33%	32%	30%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	75%	63%	68%	65%	-	-	-	80%	56%	66%	53%	59%	74%	63%	60%	88%
	2023	76%	76%	65%	68%	63%	-	-	-	86%	53%	54%	50%	56%	72%	66%	58%	89%
At Meets Grade Level or Above	2024	48%	50%	32%	38%	36%	-	-	-	45%	21%	34%	20%	20%	41%	33%	26%	60%
	2023	49%	50%	34%	41%	40%	-	-	-	45%	19%	19%	17%	20%	38%	35%	25%	63%
At Masters Grade Level	2024	20%	22%	10%	14%	13%	-	-	-	18%	6%	10%	5%	5%	14%	10%	8%	22%
	2023	20%	21%	11%	14%	13%	-	-	-	17%	5%	8%	4%	5%	6%	11%	7%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	76%	66%	74%	71%	-	-	-	84%	55%	70%	54%	53%	89%	66%	62%	90%
	2023	77%	77%	67%	73%	71%	-	-	-	82%	54%	56%	52%	55%	76%	67%	60%	95%
At Meets Grade Level or Above	2024	54%	55%	39%	43%	41%	-	-	-	51%	28%	37%	27%	29%	59%	39%	33%	76%
	2023	53%	53%	38%	45%	46%	-	-	-	42%	22%	19%	21%	24%	45%	38%	30%	75%
At Masters Grade Level	2024	22%	23%	12%	17%	16%	-	-	-	22%	7%	11%	7%	6%	16%	12%	10%	24%
	2023	20%	21%	11%	13%	13%	-	-	-	13%	5%	6%	5%	6%	6%	11%	7%	19%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	73%	59%	73%	69%	-	-	-	85%	54%	56%	55%	56%	75%	59%	60%	80%
	2023	75%	75%	65%	72%	67%	-	-	-	89%	53%	50%	53%	54%	76%	65%	60%	86%
At Meets Grade Level or Above	2024	43%	45%	27%	43%	42%	-	-	-	45%	19%	26%	20%	14%	39%	27%	27%	42%
	2023	45%	46%	31%	46%	45%	-	-	-	47%	18%	23%	19%	16%	37%	31%	28%	52%
At Masters Grade Level	2024	17%	19%	8%	15%	15%	-	-	-	16%	4%	11%	5%	5%	11%	8%	8%	20%
	2023	19%	20%	11%	16%	15%	-	-	-	21%	5%	11%	3%	5%	8%	11%	9%	25%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	75%	61%	38%	40%	-	-	-	47%	61%	*	55%	70%	53%	61%	56%	89%
	2023	77%	77%	64%	33%	33%	-	-	-	-	56%	58%	53%	58%	58%	65%	51%	85%
At Meets Grade Level or Above	2024	43%	45%	25%	8%	7%	-	-	-	24%	11%	*	8%	11%	13%	27%	10%	59%
	2023	47%	48%	29%	12%	12%	-	-	-	-	16%	13%	12%	20%	25%	30%	16%	57%
At Masters Grade Level	2024	16%	18%	6%	3%	2%	-	-	-	12%	4%	*	3%	4%	13%	6%	4%	17%
	2023	18%	20%	8%	6%	6%	-	-	-	-	3%	4%	2%	4%	8%	8%	4%	16%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	66%	-	-	-	-	-	-	53%	-	45%	67%	50%	67%	52%	94%
	2023	78%	78%	65%	-	-	-	-	-	-	49%	-	35%	59%	50%	66%	49%	84%
At Meets Grade Level or Above	2024	51%	52%	33%	-	-	-	-	-	-	16%	-	12%	18%	20%	35%	16%	53%
	2023	52%	52%	36%	-	-	-	-	-	-	11%	-	5%	15%	20%	37%	12%	65%
At Masters Grade Level	2024	27%	29%	12%	-	-	-	-	-	-	5%	-	3%	7%	20%	13%	5%	24%
	2023	27%	29%	13%	-	-	-	-	-	-	4%	-	2%	5%	0%	14%	3%	26%
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	66%	55%	61%	58%	-	-	-	69%	50%	53%	50%	47%	70%	55%	53%	73%
	2023	64%	64%	56%	58%	55%	-	-	-	72%	49%	50%	48%	49%	49%	56%	51%	72%
All Grades ELA/Reading	2024	67%	68%	59%	61%	59%	-	-	-	71%	53%	66%	53%	49%	78%	59%	56%	78%
	2023	63%	62%	53%	52%	50%	-	-	-	64%	46%	44%	49%	43%	39%	54%	47%	67%
All Grades Mathematics	2024	60%	63%	50%	61%	58%	-	-	-	67%	46%	39%	47%	44%	62%	50%	50%	66%
	2023	66%	66%	59%	63%	60%	-	-	-	81%	52%	56%	47%	56%	61%	59%	55%	80%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	33%	28%	27%	25%	-	-	-	30%	24%	13%	26%	21%	67%	28%	26%	38%
	2023	38%	37%	32%	34%	29%	-	-	-	62%	25%	19%	26%	26%	40%	32%	28%	64%
All Grades ELA/Reading	2024	30%	30%	26%	29%	26%	-	-	-	33%	23%	25%	25%	15%	*	27%	25%	40%
	2023	35%	34%	30%	33%	26%	-	-	-	67%	25%	18%	28%	24%	33%	30%	27%	75%
All Grades Mathematics	2024	35%	36%	29%	26%	25%	-	-	-	*	26%	0%	27%	26%	80%	29%	27%	38%
	2023	40%	39%	33%	36%	32%	-	-	-	57%	26%	21%	24%	28%	44%	34%	29%	59%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	98%	98%	98%	100%	100%	100%	98%	97%	98%	98%	98%	98%	99%
Included in Accountability	92%	92%	93%	93%	92%	92%	88%	92%	71%	94%	91%	95%	97%	85%	95%	89%
Not Included in Accountability: Mobile	4%	4%	5%	5%	4%	5%	13%	4%	29%	4%	6%	3%	1%	11%	2%	5%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	4%	0%	0%	1%	0%	0%	2%	1%	6%
Not Tested	1%	1%	2%	2%	2%	2%	0%	0%	0%	2%	3%	2%	2%	2%	2%	1%
Absent	1%	1%	2%	2%	2%	2%	0%	0%	0%	2%	3%	2%	2%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	98%	98%	98%	100%	100%	*	98%	97%	98%	98%	98%	98%	99%
Included in Accountability	91%	91%	92%	93%	91%	92%	83%	91%	*	93%	91%	95%	96%	85%	94%	86%
Not Included in Accountability: Mobile	4%	4%	5%	5%	4%	5%	17%	5%	*	4%	5%	3%	1%	11%	2%	5%
Not Included in Accountability: Other Exclusions	4%	4%	2%	0%	3%	0%	0%	5%	*	0%	1%	0%	1%	2%	1%	9%
Not Tested	1%	1%	2%	2%	2%	2%	0%	0%	*	2%	3%	3%	2%	2%	2%	1%
Absent	1%	1%	2%	2%	2%	2%	0%	0%	*	2%	3%	3%	2%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	99%	99%	100%	100%	*	99%	98%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	93%	93%	93%	93%	86%	89%	*	94%	92%	97%	98%	85%	96%	92%
Not Included in Accountability: Mobile	5%	5%	5%	6%	4%	6%	14%	6%	*	5%	6%	3%	1%	12%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	6%	*	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	1%	1%	1%	1%	0%	0%	*	1%	2%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	*	1%	2%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	97%	97%	98%	98%	*	100%	*	98%	95%	93%	97%	97%	97%	99%
Included in Accountability	93%	93%	92%	91%	93%	93%	*	100%	*	97%	89%	93%	97%	85%	94%	90%
Not Included in Accountability: Mobile	4%	4%	4%	6%	4%	4%	*	0%	*	1%	6%	0%	1%	10%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	3%	3%	2%	2%	*	0%	*	2%	5%	7%	3%	3%	3%	1%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	3%	3%	2%	2%	*	0%	*	2%	5%	7%	3%	3%	3%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	97%	97%	98%	94%	*	100%	-	94%	96%	100%	97%	97%	97%	98%
Included in Accountability	94%	94%	92%	92%	93%	91%	*	100%	-	92%	89%	89%	96%	85%	93%	90%
Not Included in Accountability: Mobile	4%	3%	4%	5%	4%	4%	*	0%	-	2%	6%	11%	1%	10%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	3%	3%	2%	6%	*	0%	-	6%	4%	0%	3%	3%	3%	2%
Absent	1%	1%	3%	3%	2%	6%	*	0%	-	6%	4%	0%	3%	3%	3%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	97%	100%	92%	100%	-	*	-	*	-	*	96%	100%	94%	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	98%	98%	98%	100%	100%	100%	99%	97%	98%	98%	97%	98%	99%
Included in Accountability	93%	93%	92%	91%	92%	93%	83%	93%	100%	95%	91%	90%	96%	84%	93%	89%
Not Included in Accountability: Mobile	4%	4%	5%	6%	4%	4%	17%	7%	0%	4%	6%	6%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	0%	0%	0%	0%	1%	1%	0%	2%	1%	6%
Not Tested	1%	1%	2%	2%	2%	2%	0%	0%	0%	1%	3%	2%	2%	3%	2%	1%
Absent	1%	1%	2%	2%	2%	2%	0%	0%	0%	1%	2%	2%	2%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	98%	98%	97%	100%	100%	*	99%	97%	99%	98%	97%	98%	99%
Included in Accountability	92%	92%	92%	92%	91%	93%	88%	95%	*	96%	91%	92%	96%	83%	92%	86%
Not Included in Accountability: Mobile	4%	4%	5%	6%	4%	4%	13%	5%	*	4%	6%	6%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	3%	3%	1%	0%	3%	0%	0%	0%	*	0%	1%	1%	1%	3%	1%	9%
Not Tested	1%	1%	2%	2%	2%	3%	0%	0%	*	1%	3%	1%	2%	3%	2%	1%
Absent	1%	1%	2%	2%	2%	3%	0%	0%	*	1%	3%	1%	2%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	99%	98%	98%	100%	100%	*	98%	98%	97%	98%	98%	98%	99%
Included in Accountability	94%	93%	92%	92%	92%	93%	88%	92%	*	95%	91%	88%	96%	85%	93%	90%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	5%	7%	4%	5%	13%	8%	*	4%	6%	7%	2%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	*	0%	1%	2%	0%	2%	1%	5%
Not Tested	1%	1%	2%	1%	2%	2%	0%	0%	*	2%	2%	3%	2%	2%	2%	1%
Absent	1%	1%	1%	1%	2%	1%	0%	0%	*	2%	2%	3%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	98%	97%	98%	98%	100%	100%	*	97%	97%	95%	98%	97%	98%	99%
Included in Accountability	93%	93%	92%	90%	93%	93%	83%	89%	*	93%	90%	91%	96%	84%	93%	90%
Not Included in Accountability: Mobile	4%	4%	5%	6%	4%	5%	17%	11%	*	4%	6%	5%	2%	12%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	2%	2%	3%	2%	2%	0%	0%	*	3%	3%	5%	2%	3%	2%	1%
Absent	1%	1%	2%	3%	2%	2%	0%	0%	*	3%	2%	5%	2%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	96%	97%	95%	96%	*	*	*	100%	95%	100%	97%	96%	96%	97%
Included in Accountability	94%	94%	92%	91%	92%	94%	*	*	*	94%	90%	92%	95%	85%	92%	92%
Not Included in Accountability: Mobile	4%	4%	4%	6%	3%	2%	*	*	*	6%	4%	8%	1%	9%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	1%	*	*	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	4%	3%	5%	4%	*	*	*	0%	5%	0%	3%	4%	4%	3%
Absent	1%	1%	4%	3%	4%	4%	*	*	*	0%	4%	0%	3%	4%	4%	3%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	87%	94%	86%	81%	-	*	-	*	-	-	87%	86%	85%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.3%	90.4%	89.6%	90.8%	90.8%	89.8%	96.6%	*	91.0%	89.3%	90.0%	92.3%
2021-22	92.2%	92.5%	89.6%	88.9%	89.8%	90.2%	86.4%	89.4%	*	90.0%	89.2%	89.1%	91.3%
Chronic Absenteeism													
2022-23	20.3%	20.0%	30.8%	35.8%	28.7%	28.8%	28.6%	13.0%	33.3%	27.5%	35.7%	32.8%	22.2%
2021-22	25.7%	24.1%	35.2%	38.5%	34.3%	33.2%	50.0%	32.1%	*	30.7%	38.7%	36.8%	28.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.0%	1.4%	2.6%	0.3%	2.3%	*	*	*	0.0%	2.3%	1.6%	0.6%
2021-22	0.7%	0.9%	0.6%	0.9%	0.3%	0.8%	*	0.0%	*	0.0%	0.8%	0.6%	0.7%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.1%	4.2%	3.5%	4.8%	3.7%	0.0%	0.0%	*	5.1%	6.0%	4.6%	7.1%
2021-22	2.2%	2.3%	3.7%	3.6%	4.1%	3.4%	0.0%	11.1%	-	1.1%	6.1%	4.4%	5.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	89.6%	82.9%	87.3%	80.8%	80.3%	*	*	-	86.4%	75.0%	79.9%	78.6%
Received TxCHSE	0.3%	0.3%	0.9%	0.0%	1.2%	1.5%	*	*	-	0.0%	0.0%	0.2%	0.0%
Continued HS	3.1%	3.1%	1.7%	1.9%	0.8%	3.8%	*	*	-	0.0%	2.9%	2.0%	0.0%
Dropped Out	6.3%	7.0%	14.5%	10.8%	17.3%	14.4%	*	*	-	13.6%	22.1%	17.8%	21.4%
Graduates and TxCHSE	90.6%	89.9%	83.8%	87.3%	82.0%	81.8%	*	*	-	86.4%	75.0%	80.1%	78.6%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	85.5%	89.2%	82.7%	85.6%	*	*	-	86.4%	77.9%	82.2%	78.6%
Class of 2022													
Graduated	89.7%	89.1%	86.0%	89.7%	86.5%	80.8%	*	*	-	84.2%	85.0%	84.0%	76.5%
Received TxCHSE	0.3%	0.3%	0.5%	0.0%	0.8%	0.8%	*	*	-	0.0%	0.0%	0.4%	0.0%
Continued HS	3.5%	3.7%	2.8%	2.6%	2.3%	3.8%	*	*	-	5.3%	1.7%	2.9%	8.8%
Dropped Out	6.4%	6.9%	10.7%	7.7%	10.4%	14.6%	*	*	-	10.5%	13.3%	12.7%	14.7%
Graduates and TxCHSE	90.0%	89.4%	86.5%	89.7%	87.3%	81.5%	*	*	-	84.2%	85.0%	84.4%	76.5%
Graduates, TxCHSE, and Continuers	93.6%	93.1%	89.3%	92.3%	89.6%	85.4%	*	*	-	89.5%	86.7%	87.3%	85.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	91.2%	88.3%	91.4%	88.3%	84.5%	*	*	-	89.5%	89.7%	86.4%	81.8%
Received TxCHSE	0.4%	0.4%	0.7%	0.0%	0.8%	1.6%	*	*	-	0.0%	0.0%	0.4%	0.0%
Continued HS	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	7.3%	11.1%	8.6%	10.9%	14.0%	*	*	-	10.5%	10.3%	13.2%	18.2%
Graduates and TxCHSE	92.2%	91.7%	88.9%	91.4%	89.1%	86.0%	*	*	-	89.5%	89.7%	86.8%	81.8%
Graduates, TxCHSE, and Continuers	93.2%	92.7%	88.9%	91.4%	89.1%	86.0%	*	*	-	89.5%	89.7%	86.8%	81.8%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	92.3%	86.5%	82.2%	89.4%	86.8%	*	*	*	100.0%	91.4%	85.7%	82.8%
Received TxCHSE	0.4%	0.3%	0.3%	0.5%	0.0%	0.6%	*	*	*	0.0%	0.0%	0.4%	0.0%
Continued HS	1.0%	1.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.3%	13.2%	17.4%	10.6%	12.6%	*	*	*	0.0%	8.6%	13.9%	17.2%
Graduates and TxCHSE	92.7%	92.6%	86.8%	82.6%	89.4%	87.4%	*	*	*	100.0%	91.4%	86.1%	82.8%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	86.8%	82.6%	89.4%	87.4%	*	*	*	100.0%	91.4%	86.1%	82.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	92.7%	86.5%	82.2%	89.4%	86.9%	*	*	*	100.0%	91.5%	85.8%	82.8%
Received TxCHSE	0.5%	0.4%	0.6%	0.9%	0.4%	0.6%	*	*	*	0.0%	0.0%	0.8%	0.0%
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.3%	12.8%	16.9%	10.2%	12.5%	*	*	*	0.0%	8.5%	13.5%	17.2%
Graduates and TxCHSE	93.2%	93.1%	87.2%	83.1%	89.8%	87.5%	*	*	*	100.0%	91.5%	86.5%	82.8%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	87.2%	83.1%	89.8%	87.5%	*	*	*	100.0%	91.5%	86.5%	82.8%
Class of 2020													
Graduated	92.7%	92.3%	89.2%	88.9%	90.0%	88.6%	*	*	*	75.0%	83.9%	88.3%	76.5%
Received TxCHSE	0.5%	0.5%	0.8%	0.4%	0.4%	2.0%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.8%	10.0%	10.7%	9.6%	9.4%	*	*	*	25.0%	16.1%	11.3%	23.5%
Graduates and TxCHSE	93.2%	92.8%	90.0%	89.3%	90.4%	90.6%	*	*	*	75.0%	83.9%	88.7%	76.5%
Graduates, TxCHSE, and Continuers	93.8%	93.2%	90.0%	89.3%	90.4%	90.6%	*	*	*	75.0%	83.9%	88.7%	76.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	89.6%	80.3%	85.4%	77.7%	78.7%	*	*	-	79.2%	68.9%	77.6%	76.7%
Class of 2022	89.7%	89.1%	80.8%	83.4%	80.0%	79.7%	*	*	-	80.0%	68.4%	78.0%	70.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	76.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	4.6%	7.8%	5.1%	9.2%	8.5%	*	*	-	10.5%	31.4%	9.0%	9.1%
Class of 2022	3.7%	3.3%	11.5%	14.3%	12.5%	6.7%	-	*	-	0.0%	35.3%	13.5%	15.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	82.0%	87.4%	89.9%	86.9%	84.0%	*	*	-	89.5%	49.0%	85.9%	87.9%
Class of 2022	84.3%	82.5%	84.3%	82.3%	83.0%	89.5%	-	*	-	93.8%	52.9%	82.0%	73.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	86.6%	95.2%	94.9%	96.1%	92.5%	*	*	-	100.0%	80.4%	94.9%	97.0%
Class of 2022	88.0%	85.8%	95.8%	96.6%	95.5%	96.2%	-	*	-	93.8%	88.2%	95.5%	88.5%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	25.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	4.6%	8.2%	6.0%	9.3%	8.8%	*	*	-	9.5%	30.2%	9.5%	8.3%
2021-22	3.9%	3.3%	11.9%	13.4%	13.3%	7.3%	-	*	-	5.9%	31.7%	13.9%	21.4%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	80.1%	83.7%	85.9%	83.6%	80.5%	*	*	-	81.0%	47.2%	84.0%	86.1%
2021-22	82.3%	80.3%	81.5%	79.0%	80.7%	87.2%	-	*	-	88.2%	45.0%	79.5%	67.9%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	0.8%	0.7%	0.0%	2.6%	0.0%	0.0%	-	-	0.0%	0.5%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.7%	91.9%	92.0%	93.0%	89.7%	*	*	-	90.5%	77.4%	93.5%	94.4%
2021-22	86.0%	83.6%	93.4%	92.5%	94.0%	94.5%	-	*	-	94.1%	76.7%	93.4%	89.3%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	507	100.0%	377,367	100.0%
By Ethnicity:				
African American	150	29.6%	46,822	12.4%
Hispanic	214	42.2%	197,333	52.3%
White	116	22.9%	103,009	27.3%
American Indian	3	0.6%	1,181	0.3%
Asian	3	0.6%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	21	4.1%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	41	8.1%	49,278	13.1%
Foundation H.S. Program (Endorsement)	41	8.1%	16,475	4.4%
Foundation H.S. Program (DLA)	421	83.0%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	4	0.8%	222	0.1%
Special Education Graduates	53	10.5%	34,589	9.2%
Economically Disadvantaged Graduates	371	73.2%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	36	7.1%	50,229	13.3%
At-Risk Graduates	259	51.1%	168,430	44.6%
CTE Completers	109	21.5%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	73.9%	81.7%	76.7%	81.3%	88.8%	*	*	-	81.0%	94.3%	82.2%	75.0%
2021-22	70.0%	66.7%	65.0%	59.7%	63.1%	78.0%	-	*	-	70.6%	93.3%	62.4%	46.4%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	57.3%	51.9%	43.3%	57.0%	50.9%	*	*	-	57.1%	7.5%	49.9%	50.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	63.7%	48.5%	44.0%	53.7%	43.1%	*	*	-	52.4%	9.4%	46.6%	47.2%
2021-22	57.1%	55.2%	37.4%	31.7%	35.2%	51.4%	-	*	-	41.2%	6.7%	31.1%	14.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	53.7%	63.5%	52.0%	71.0%	63.8%	*	*	-	61.9%	39.6%	62.8%	72.2%
2021-22	48.2%	47.5%	50.2%	40.3%	54.1%	57.8%	-	*	-	58.8%	30.0%	47.5%	32.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	48.4%	40.6%	34.0%	45.3%	38.8%	*	*	-	42.9%	7.5%	39.4%	44.4%
2021-22	42.2%	41.1%	24.7%	17.7%	24.9%	36.7%	-	*	-	23.5%	1.7%	19.4%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	23.3%	3.7%	0.7%	3.3%	7.8%	*	*	-	9.5%	0.0%	4.0%	2.8%
2021-22	20.5%	24.0%	3.5%	1.6%	3.9%	6.4%	-	*	-	0.0%	0.0%	2.3%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	2.2%	0.7%	0.5%	0.9%	0.9%	-	*	-	0.0%	0.0%	0.8%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	21.5%	20.7%	16.7%	20.6%	25.9%	*	*	-	23.8%	0.0%	16.7%	5.6%
2021-22	24.0%	20.6%	21.1%	21.5%	19.7%	22.9%	-	*	-	23.5%	6.7%	16.7%	10.7%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	3.4%	5.5%	8.0%	4.7%	5.2%	*	*	-	0.0%	0.0%	4.9%	0.0%
2021-22	4.4%	2.2%	6.0%	10.2%	3.4%	2.8%	-	*	-	17.6%	1.7%	6.6%	3.6%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	5.1%	8.1%	14.7%	4.2%	7.8%	*	*	-	4.8%	77.4%	9.2%	8.3%
2021-22	5.0%	4.4%	8.4%	10.2%	3.9%	14.7%	-	*	-	11.8%	76.7%	9.6%	7.1%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	35.7%	58.2%	50.0%	57.9%	69.0%	*	*	-	66.7%	94.3%	58.2%	47.2%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	30.2%	49.9%	37.3%	51.4%	62.1%	*	*	-	61.9%	30.2%	49.3%	41.7%
2021-22	28.0%	24.5%	34.2%	23.7%	38.6%	41.3%	-	*	-	47.1%	31.7%	33.3%	28.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.5%	0.4%	0.7%	0.5%	0.0%	*	*	-	0.0%	1.9%	0.3%	0.0%
2021-22	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.4%	2.6%	2.7%	2.3%	2.6%	*	*	-	4.8%	20.8%	2.7%	0.0%
2021-22	2.5%	2.6%	3.1%	5.9%	1.3%	2.8%	-	*	-	0.0%	26.7%	3.3%	3.6%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.4%	2.2%	0.0%	2.8%	4.3%	*	*	-	0.0%	0.0%	1.9%	2.8%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	14.3%	18.1%	10.7%	23.8%	19.0%	*	*	-	4.8%	5.7%	14.0%	8.3%
	2021-22	22.8%	15.6%	17.6%	5.9%	23.2%	27.5%	-	*	-	5.9%	1.7%	11.1%	3.6%
Mathematics	2022-23	19.9%	15.4%	13.2%	5.3%	19.2%	13.8%	*	*	-	4.8%	1.9%	10.0%	5.6%
	2021-22	18.7%	14.4%	14.1%	7.5%	16.7%	20.2%	-	*	-	11.8%	1.7%	10.1%	0.0%
Both Subjects	2022-23	12.5%	7.6%	7.5%	4.7%	10.7%	6.0%	*	*	-	0.0%	1.9%	5.7%	0.0%
	2021-22	12.6%	8.0%	9.3%	2.2%	12.9%	14.7%	-	*	-	5.9%	0.0%	5.3%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	17.8%	28.8%	28.0%	31.8%	22.4%	*	*	-	33.3%	3.8%	33.2%	41.7%
	2021-22	11.7%	8.5%	12.3%	19.4%	6.4%	11.0%	-	*	-	23.5%	5.0%	14.4%	7.1%
Mathematics	2022-23	20.2%	18.1%	51.5%	48.0%	56.5%	45.7%	*	*	-	52.4%	37.7%	54.2%	69.4%
	2021-22	14.0%	11.7%	35.9%	33.9%	36.9%	35.8%	-	*	-	47.1%	30.0%	37.9%	32.1%
Both Subjects	2022-23	12.5%	11.4%	26.2%	26.0%	29.0%	19.8%	*	*	-	33.3%	3.8%	29.9%	38.9%
	2021-22	7.5%	5.6%	7.3%	10.2%	3.9%	9.2%	-	*	-	11.8%	1.7%	8.6%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	26.7%	9.3%	6.9%	8.6%	14.0%	*	*	-	10.0%	1.0%	6.9%	8.3%
	2022	23.0%	25.5%	4.3%	3.1%	4.6%	5.3%	*	*	-	5.7%	0.0%	3.7%	4.3%
English Language Arts	2023	13.8%	14.8%	5.5%	4.3%	4.7%	8.3%	*	*	-	7.5%	0.0%	4.3%	5.6%
	2022	13.2%	14.3%	1.5%	0.6%	2.3%	0.9%	*	*	-	2.9%	0.0%	1.2%	2.9%
Mathematics	2023	7.0%	8.6%	0.5%	0.0%	0.7%	0.4%	*	*	-	2.5%	0.0%	0.7%	0.0%
	2022	6.9%	8.2%	0.3%	0.0%	0.2%	0.9%	*	*	-	0.0%	0.0%	0.1%	0.0%
Science	2023	10.3%	11.6%	2.5%	1.3%	1.8%	5.4%	*	*	-	2.5%	0.0%	1.4%	0.0%
	2022	9.6%	11.0%	0.3%	0.3%	0.4%	0.0%	*	*	-	0.0%	0.0%	0.2%	0.0%
Social Studies	2023	13.1%	15.0%	4.0%	4.3%	3.2%	5.0%	*	*	-	7.5%	1.0%	2.6%	1.4%
	2022	12.5%	14.6%	3.2%	2.9%	3.3%	3.5%	*	*	-	2.9%	0.0%	2.8%	1.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	54.7%	14.4%	9.5%	15.8%	17.6%	-	-	-	*	*	15.1%	16.7%
	2022	53.3%	54.5%	21.3%	0.0%	22.7%	33.3%	-	-	-	*	-	23.3%	*
English Language Arts	2023	52.3%	52.4%	8.8%	7.7%	9.5%	10.0%	-	-	-	*	-	6.1%	*
	2022	53.2%	53.6%	12.5%	*	9.1%	*	-	-	-	*	-	10.0%	*
Mathematics	2023	50.8%	52.9%	40.0%	-	*	*	-	-	-	*	-	40.0%	-
	2022	50.4%	51.9%	*	-	*	*	-	-	-	-	-	*	-
Science	2023	44.8%	48.9%	3.8%	*	0.0%	7.7%	-	-	-	*	-	0.0%	-
	2022	44.7%	47.2%	*	*	*	-	-	-	-	-	-	*	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	44.4%	9.5%	7.7%	14.3%	8.3%	-	-	-	*	*	10.0%	*
	2022	41.9%	44.3%	22.9%	0.0%	25.0%	37.5%	-	-	-	*	-	26.1%	*
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	86.2%	70.0%	66.7%	73.8%	69.8%	*	*	-	57.1%	53.6%	65.7%	75.7%
	2021-22	71.5%	77.2%	65.0%	58.6%	65.2%	74.3%	-	*	-	70.6%	38.7%	60.7%	64.3%
At/Above Criterion for All Examinees	2022-23	28.9%	30.3%	6.2%	1.0%	5.7%	12.3%	*	*	-	16.7%	0.0%	4.4%	0.0%
	2021-22	32.1%	33.9%	10.1%	7.3%	9.2%	17.3%	-	*	-	0.0%	0.0%	7.1%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	976	880	829	895	1034	-	-	-	1048	689	851	750
	2021-22	1001	1000	876	840	884	916	-	-	-	853	750	856	783
English Language Arts and Writing	2022-23	497	494	448	420	458	530	-	-	-	540	332	435	365
	2021-22	506	503	439	420	442	462	-	-	-	438	373	428	384
Mathematics	2022-23	482	483	432	409	437	504	-	-	-	508	358	415	385
	2021-22	496	497	437	420	443	454	-	-	-	415	377	428	399
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.3	14.9	13.8	14.7	15.5	*	*	-	16.2	11.8	14.8	12.4
	2021-22	19.5	20.7	17.3	17.9	15.7	21.4	-	13.0	-	15.0	12.0	16.9	11.0
English Language Arts	2022-23	18.8	20.1	13.7	12.4	13.6	14.4	*	*	-	14.5	10.3	13.5	10.4
	2021-22	19.2	20.5	16.0	16.2	14.2	21.2	-	10.0	-	15.0	10.0	14.9	10.0
Mathematics	2022-23	18.9	20.0	15.8	14.9	15.8	16.2	*	*	-	17.1	12.9	15.7	14.9
	2021-22	19.3	20.4	18.4	19.0	17.1	21.6	-	15.0	-	15.0	12.0	18.4	13.0
Science	2022-23	19.5	20.6	15.8	14.9	15.4	16.5	*	*	-	17.9	13.2	15.8	13.4
	2021-22	19.8	21.0	18.4	19.4	16.9	21.4	-	16.0	-	15.0	16.0	18.5	10.0

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	45.5%	24.6%	22.8%	21.6%	32.1%	42.9%	40.0%	-	31.0%	4.6%	21.9%	13.1%
	2021-22	44.2%	44.7%	26.1%	26.3%	25.0%	28.6%	0.0%	12.5%	-	26.2%	8.5%	22.8%	16.5%
English Language Arts	2022-23	17.4%	19.5%	6.1%	4.9%	4.7%	10.7%	14.3%	10.0%	-	7.1%	0.0%	4.0%	1.9%
	2021-22	16.6%	18.5%	6.1%	6.0%	5.6%	8.3%	0.0%	0.0%	-	3.6%	0.8%	4.7%	1.1%
Mathematics	2022-23	19.5%	19.7%	7.8%	7.6%	6.5%	10.9%	0.0%	0.0%	-	11.0%	0.4%	7.1%	2.9%
	2021-22	19.9%	20.2%	13.1%	12.2%	12.2%	16.6%	0.0%	12.5%	-	12.0%	4.2%	10.8%	5.6%
Science	2022-23	21.5%	19.7%	16.2%	16.9%	13.5%	20.5%	50.0%	0.0%	-	19.0%	4.6%	14.5%	7.8%
	2021-22	21.1%	19.4%	14.3%	16.7%	13.1%	14.8%	0.0%	0.0%	-	8.5%	3.4%	12.7%	8.6%
Social Studies	2022-23	24.0%	24.6%	7.5%	5.6%	6.8%	10.0%	14.3%	33.3%	-	12.9%	0.4%	6.0%	2.4%
	2021-22	22.8%	23.2%	6.8%	4.9%	6.7%	9.8%	0.0%	0.0%	-	7.5%	0.4%	4.9%	0.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	7,822	100.0%	5,517,464	100.0%	7,874	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	18	0.2%	18,968	0.3%	56	0.7%	26,847	0.5%
Pre-Kindergarten	278	3.6%	247,979	4.5%	278	3.5%	248,576	4.5%
Pre-Kindergarten: 3-year Old	3	0.0%	42,448	0.8%	3	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	275	3.5%	205,531	3.7%	275	3.5%	205,907	3.7%
Kindergarten	480	6.1%	361,329	6.5%	480	6.1%	361,799	6.5%
Grade 1	517	6.6%	385,096	7.0%	517	6.6%	385,471	7.0%
Grade 2	558	7.1%	402,233	7.3%	558	7.1%	402,576	7.3%
Grade 3	570	7.3%	399,869	7.2%	570	7.2%	400,181	7.2%
Grade 4	556	7.1%	399,137	7.2%	557	7.1%	399,422	7.2%
Grade 5	567	7.2%	399,200	7.2%	567	7.2%	399,419	7.2%
Grade 6	575	7.4%	400,347	7.3%	575	7.3%	400,511	7.2%
Grade 7	603	7.7%	405,118	7.3%	603	7.7%	405,298	7.3%
Grade 8	613	7.8%	414,033	7.5%	613	7.8%	414,195	7.5%
Grade 9	861	11.0%	472,595	8.6%	862	10.9%	472,783	8.5%
Grade 10	594	7.6%	439,091	8.0%	594	7.5%	439,298	7.9%
Grade 11	581	7.4%	406,681	7.4%	581	7.4%	406,966	7.4%
Grade 12	451	5.8%	365,788	6.6%	463	5.9%	367,894	6.7%
Ethnic Distribution								
African American	2,284	29.2%	706,235	12.8%	2,296	29.2%	707,609	12.8%
Hispanic	3,647	46.6%	2,936,051	53.2%	3,677	46.7%	2,942,144	53.2%
White	1,439	18.4%	1,379,090	25.0%	1,448	18.4%	1,384,437	25.0%
American Indian	15	0.2%	17,886	0.3%	15	0.2%	17,939	0.3%
Asian	29	0.4%	295,946	5.4%	29	0.4%	296,367	5.4%
Pacific Islander	3	0.0%	8,831	0.2%	3	0.0%	8,844	0.2%
Two or More Races	405	5.2%	173,425	3.1%	406	5.2%	173,896	3.1%
Sex								
Female	3,806	48.7%	2,695,318	48.9%	3,832	48.7%	2,700,356	48.8%
Male	4,016	51.3%	2,822,146	51.1%	4,042	51.3%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	6,476	82.8%	3,434,955	62.3%	6,519	82.8%	3,439,856	62.2%
Non-Educationally Disadvantaged	1,346	17.2%	2,082,509	37.7%	1,355	17.2%	2,091,380	37.8%
Section 504 Students	399	5.1%	399,808	7.2%	399	5.1%	400,078	7.2%
EB Students/EL	1,088	13.9%	1,344,804	24.4%	1,095	13.9%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	531	6.2%	105,976	1.9%				
Students w/ Dyslexia	480	6.1%	329,004	6.0%	480	6.1%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	9	0.1%	12,418	0.2%	9	0.1%	12,469	0.2%
Homeless	283	3.6%	77,809	1.4%	286	3.6%	77,942	1.4%
Immigrant	14	0.2%	158,717	2.9%	14	0.2%	158,832	2.9%
Migrant	0	0.0%	13,481	0.2%	0	0.0%	13,528	0.2%
Title I	5,183	66.3%	3,624,288	65.7%	5,232	66.4%	3,632,539	65.7%
Military Connected	55	0.7%	212,919	3.9%	55	0.7%	213,035	3.9%
At-Risk	4,297	54.9%	2,937,834	53.2%	4,314	54.8%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	1,076	13.8%	1,350,113	24.5%	1,083	13.8%	1,350,920	24.4%
Career and Technical Education	1,799	23.0%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,770	71.2%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	472	6.0%	469,054	8.5%	472	6.0%	469,170	8.5%
Special Education	1,624	20.8%	764,858	13.9%	1,644	20.9%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	1,624		764,858					
Students with Intellectual Disabilities	826	50.9%	349,307	45.7%				
Students with Physical Disabilities	216	13.3%	144,191	18.9%				
Students with Autism	276	17.0%	124,254	16.2%				
Students with Behavioral Disabilities	279	17.2%	134,373	17.6%				
Students with Non-Categorical Early Childhood	27	1.7%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	2,028	24.6%	864,058	16.1%				
African American	818	9.9%	181,855	3.4%				
Hispanic	802	9.7%	455,070	8.5%				
White	323	3.9%	165,204	3.1%				
American Indian	3	0.0%	3,184	0.1%				
Asian	3	0.0%	27,631	0.5%				
Pacific Islander	3	0.0%	1,840	0.0%				
Two or More Races	76	0.9%	29,274	0.5%				
Special Ed Students who are Mobile	464	26.5%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	176	17.3%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	1,739	25.4%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	1,144	20.8%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.5%	1.3%	0.0%	3.9%
Grade 1	2.0%	2.1%	1.5%	3.3%
Grade 2	2.1%	1.3%	1.2%	1.6%
Grade 3	0.3%	0.7%	0.0%	0.7%
Grade 4	0.5%	0.4%	1.9%	0.5%
Grade 5	0.7%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.4%	0.5%	0.0%	0.4%
Grade 8	0.4%	0.4%	0.0%	0.5%
Grade 9	20.8%	7.9%	31.2%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	3	0.1%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	20.0	18.4
Grade 1	20.5	18.8
Grade 2	21.3	19.1
Grade 3	19.3	19.4
Grade 4	21.5	19.4
Grade 5	22.3	20.9
Grade 6	21.2	19.2
Secondary		
English/Language Arts	15.7	16.3
Foreign Languages	24.7	18.8
Mathematics	17.7	17.5
Science	16.9	18.5
Social Studies	18.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,316.5	100.0%	775,882.5	100.0%
Professional Staff	779.7	59.2%	496,151.0	63.9%
Teachers	553.4	42.0%	374,799.9	48.3%
Professional Support	157.5	12.0%	86,026.7	11.1%
Campus Administration (School Leadership)	49.8	3.8%	25,836.1	3.3%
Central Administration	19.0	1.4%	9,488.3	1.2%
Educational Aides	138.2	10.5%	88,200.6	11.4%
Auxiliary Staff	398.5	30.3%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	11.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	24.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	793.6	60.3%	421,896.4	54.4%
Teachers by Ethnicity				
African American	177.4	32.1%	47,341.1	12.6%
Hispanic	95.7	17.3%	112,921.8	30.1%
White	266.3	48.1%	200,118.0	53.4%
American Indian	3.0	0.5%	1,286.9	0.3%
Asian	6.0	1.1%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	5.0	0.9%	4,726.6	1.3%
Teachers by Sex				
Males	152.2	27.5%	91,815.2	24.5%
Females	401.3	72.5%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	12.0	2.2%	9,453.8	2.5%
Bachelors	421.9	76.2%	268,886.4	71.7%
Masters	114.5	20.7%	93,414.7	24.9%
Doctorate	5.0	0.9%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	69.2	12.5%	32,507.6	8.7%
1-5 Years Experience	187.2	33.8%	102,619.4	27.4%
6-10 Years Experience	109.5	19.8%	75,585.4	20.2%
11-20 Years Experience	117.7	21.3%	101,415.3	27.1%
21-30 Years Experience	54.2	9.8%	51,471.9	13.7%
Over 30 Years Experience	15.8	2.9%	11,200.2	3.0%
Number of Students per Teacher	14.1	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	6.5	6.0
Average Years Experience of Principals with District	4.8	5.1
Average Years Experience of Assistant Principals	3.7	5.1
Average Years Experience of Assistant Principals with District	2.9	4.3
Average Years Experience of Teachers	9.2	11.1
Average Years Experience of Teachers with District	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$60,927	\$54,272
1-5 Years Experience	\$61,873	\$58,185
6-10 Years Experience	\$64,029	\$61,494
11-20 Years Experience	\$66,521	\$65,219
21-30 Years Experience	\$70,632	\$69,723
Over 30 Years Experience	\$66,777	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$64,166	\$62,474
Professional Support	\$79,083	\$73,783
Campus Administration (School Leadership)	\$90,247	\$86,738
Central Administration	\$122,371	\$116,028
Instructional Staff Percent	56.4%	65.0%
Turnover Rate for Teachers	24.0%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	33	\$5,850	9,429	\$5,848
Exemplary	23	\$11,897	10,279	\$11,434
Master	9	\$20,951	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY ISD (084906) - GALVESTON COUNTY

	District		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	20.8	3.8%	22,656.0	6.0%
Career and Technical Education	33.9	6.1%	20,454.1	5.5%
Compensatory Education	18.5	3.3%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	393.8	71.2%	261,452.4	69.8%
Special Education	86.1	15.6%	38,736.9	10.3%
Other	0.4	0.1%	13,749.8	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: TEXAS CITY H S

Campus Number: 084906001

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	58%	61%	57%	62%	62%	-	*	*	72%	37%	*	67%	47%	60%	52%
	2023	72%	60%	66%	57%	68%	73%	-	*	-	52%	38%	43%	67%	64%	62%	55%
At Meets Grade Level or Above	2024	52%	35%	39%	32%	40%	40%	-	*	*	53%	20%	*	41%	34%	37%	27%
	2023	52%	35%	40%	26%	42%	53%	-	*	-	26%	24%	0%	41%	37%	36%	15%
At Masters Grade Level	2024	16%	7%	9%	4%	10%	10%	-	*	*	16%	7%	*	9%	8%	7%	3%
	2023	13%	7%	8%	2%	7%	14%	-	*	-	11%	8%	0%	9%	5%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	63%	69%	62%	69%	74%	-	*	-	67%	47%	*	74%	54%	66%	40%
	2023	74%	62%	66%	54%	69%	70%	-	*	-	67%	34%	67%	70%	54%	62%	50%
At Meets Grade Level or Above	2024	58%	43%	48%	33%	52%	54%	-	*	-	50%	25%	*	53%	35%	43%	21%
	2023	54%	39%	44%	27%	46%	50%	-	*	-	57%	20%	33%	47%	30%	37%	24%
At Masters Grade Level	2024	9%	4%	4%	0%	5%	6%	-	*	-	6%	5%	*	6%	1%	3%	2%
	2023	9%	4%	4%	1%	4%	8%	-	*	-	3%	6%	0%	4%	3%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	60%	60%	49%	64%	63%	*	*	*	60%	45%	20%	62%	56%	59%	59%
	2023	79%	68%	66%	61%	68%	70%	*	*	-	54%	49%	*	68%	61%	63%	54%
At Meets Grade Level or Above	2024	43%	20%	19%	11%	21%	24%	*	*	*	20%	18%	0%	20%	19%	19%	19%
	2023	43%	31%	28%	21%	31%	29%	*	*	-	29%	20%	*	29%	27%	27%	15%
At Masters Grade Level	2024	24%	9%	7%	5%	7%	9%	*	*	*	8%	8%	0%	8%	6%	7%	6%
	2023	23%	16%	13%	9%	16%	9%	*	*	-	13%	13%	*	14%	11%	12%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	84%	86%	82%	87%	89%	-	*	*	82%	75%	*	87%	82%	86%	78%
	2023	88%	80%	82%	71%	84%	88%	*	*	-	89%	64%	*	82%	83%	79%	72%
At Meets Grade Level or Above	2024	56%	36%	37%	28%	34%	47%	-	*	*	54%	24%	*	39%	31%	33%	13%
	2023	56%	37%	41%	28%	42%	50%	*	*	-	39%	28%	*	44%	33%	35%	13%
At Masters Grade Level	2024	19%	7%	6%	2%	6%	7%	-	*	*	25%	5%	*	5%	8%	5%	1%
	2023	21%	8%	10%	4%	10%	15%	*	*	-	6%	9%	*	11%	7%	8%	4%
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	90%	91%	87%	91%	95%	*	*	-	88%	86%	*	94%	85%	90%	75%
	2023	94%	88%	89%	84%	90%	92%	-	-	-	90%	77%	*	89%	89%	88%	82%
At Meets Grade Level or Above	2024	69%	48%	53%	34%	55%	63%	*	*	-	47%	42%	*	56%	44%	47%	32%
	2023	70%	53%	59%	44%	58%	68%	-	-	-	70%	35%	*	60%	56%	55%	34%
At Masters Grade Level	2024	37%	17%	19%	9%	20%	22%	*	*	-	24%	11%	*	21%	11%	17%	7%
	2023	38%	21%	23%	8%	22%	33%	-	-	-	37%	12%	*	25%	17%	19%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	88%	89%	88%	85%	92%	-	*	-	*	-	-	92%	67%	89%	-
	2023	90%	86%	95%	100%	96%	95%	-	*	-	*	-	-	94%	*	94%	*
At Meets Grade Level or Above	2024	59%	41%	46%	50%	37%	46%	-	*	-	*	-	-	46%	50%	43%	-
	2023	61%	32%	36%	0%	43%	38%	-	*	-	*	-	-	37%	*	39%	*
At Masters Grade Level	2024	12%	0%	0%	0%	0%	0%	-	*	-	*	-	-	0%	0%	0%	-
	2023	12%	0%	0%	0%	0%	0%	-	*	-	*	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	73%	66%	74%	77%	*	100%	*	74%	55%	53%	76%	63%	71%	60%
	2023	76%	65%	74%	65%	75%	79%	*	60%	-	70%	50%	54%	75%	70%	70%	62%
At Meets Grade Level or Above	2024	48%	32%	39%	27%	40%	45%	*	78%	*	46%	24%	13%	41%	32%	35%	22%
	2023	49%	34%	42%	29%	44%	50%	*	30%	-	46%	25%	21%	44%	36%	38%	20%
At Masters Grade Level	2024	20%	10%	8%	4%	9%	10%	*	11%	*	15%	7%	7%	9%	7%	7%	4%
	2023	20%	11%	11%	5%	11%	16%	*	0%	-	14%	10%	4%	12%	9%	9%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	65%	59%	65%	68%	-	*	*	70%	41%	67%	70%	50%	62%	47%
	2023	77%	67%	66%	56%	68%	72%	-	*	-	60%	36%	54%	68%	59%	62%	53%
At Meets Grade Level or Above	2024	54%	39%	43%	32%	46%	47%	-	*	*	52%	22%	17%	47%	34%	39%	25%
	2023	53%	38%	42%	27%	44%	52%	-	*	-	42%	22%	15%	44%	34%	36%	19%
At Masters Grade Level	2024	22%	12%	7%	2%	8%	8%	-	*	*	12%	6%	0%	7%	5%	5%	3%
	2023	20%	11%	6%	2%	6%	11%	-	*	-	7%	7%	0%	7%	4%	5%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	63%	52%	66%	68%	*	*	*	64%	45%	20%	66%	56%	61%	59%
	2023	75%	65%	69%	63%	70%	74%	*	*	-	59%	49%	*	71%	62%	65%	55%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	27%	22%	14%	23%	28%	*	*	*	29%	18%	0%	23%	20%	20%	19%
	2023	45%	31%	29%	20%	32%	30%	*	*	-	33%	20%	*	30%	26%	27%	15%
At Masters Grade Level	2024	17%	8%	6%	5%	7%	7%	*	*	*	7%	8%	0%	7%	6%	7%	6%
	2023	19%	11%	12%	9%	15%	7%	*	*	-	11%	13%	*	12%	11%	11%	5%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	85%	82%	86%	89%	-	*	*	82%	75%	*	87%	82%	85%	78%
	2023	77%	64%	82%	71%	84%	88%	*	*	-	89%	64%	*	82%	83%	79%	72%
At Meets Grade Level or Above	2024	43%	25%	37%	28%	34%	47%	-	*	*	54%	24%	*	38%	31%	32%	13%
	2023	47%	29%	41%	28%	42%	50%	*	*	-	39%	28%	*	44%	33%	35%	13%
At Masters Grade Level	2024	16%	6%	6%	2%	6%	7%	-	*	*	25%	5%	*	5%	8%	5%	1%
	2023	18%	8%	10%	4%	10%	15%	*	*	-	6%	9%	*	11%	7%	8%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	66%	91%	87%	91%	95%	*	*	-	88%	86%	*	94%	85%	90%	75%
	2023	78%	65%	89%	84%	90%	92%	-	-	-	90%	77%	*	89%	89%	88%	82%
At Meets Grade Level or Above	2024	51%	33%	53%	34%	55%	63%	*	*	-	47%	42%	*	56%	44%	47%	32%
	2023	52%	36%	59%	44%	58%	68%	-	-	-	70%	35%	*	60%	56%	55%	34%
At Masters Grade Level	2024	27%	12%	19%	9%	20%	22%	*	*	-	24%	11%	*	21%	11%	17%	7%
	2023	27%	13%	23%	8%	22%	33%	-	-	-	37%	12%	*	25%	17%	19%	11%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	58%	57%	54%	60%	55%	-	*	*	58%	44%	*	58%	53%	58%	62%
	2023	57%	50%	53%	42%	52%	64%	-	*	-	50%	34%	*	51%	58%	52%	35%
End of Course English II	2024	69%	64%	65%	59%	70%	59%	-	*	-	65%	54%	*	68%	55%	62%	58%
	2023	74%	73%	75%	83%	73%	75%	-	-	-	72%	65%	*	79%	60%	75%	53%
End of Course Algebra I	2024	72%	59%	60%	61%	60%	60%	-	*	*	53%	61%	*	59%	62%	60%	64%
	2023	76%	76%	76%	75%	78%	72%	-	*	-	71%	74%	*	74%	80%	75%	75%
All Grades Both Subjects	2024	64%	55%	61%	58%	63%	58%	-	*	*	58%	53%	25%	62%	57%	60%	62%
	2023	64%	56%	68%	67%	67%	70%	-	*	-	66%	57%	63%	68%	66%	67%	54%
All Grades ELA/Reading	2024	67%	59%	61%	56%	65%	57%	-	*	*	61%	48%	*	63%	54%	60%	61%
	2023	63%	53%	64%	62%	63%	70%	-	*	-	64%	48%	67%	66%	59%	63%	46%
All Grades Mathematics	2024	60%	50%	60%	61%	60%	60%	-	*	*	53%	61%	*	59%	62%	60%	64%
	2023	66%	59%	76%	75%	78%	72%	-	*	-	71%	74%	*	74%	80%	75%	75%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	24%	22%	29%	24%	7%	-	-	*	*	18%	-	28%	5%	24%	32%
	2023	26%	21%	29%	26%	38%	15%	-	-	-	*	0%	*	29%	30%	29%	18%
End of Course English II	2024	29%	25%	25%	40%	26%	18%	-	-	-	0%	21%	*	34%	8%	25%	8%
	2023	41%	41%	46%	50%	45%	45%	-	-	-	40%	26%	*	52%	29%	45%	14%
End of Course Algebra I	2024	55%	40%	40%	17%	45%	52%	-	-	*	80%	37%	*	42%	35%	37%	54%
	2023	58%	45%	42%	42%	40%	48%	-	-	-	33%	29%	*	45%	34%	39%	29%
All Grades Both Subjects	2024	32%	28%	31%	25%	34%	31%	-	-	*	36%	26%	*	36%	18%	30%	37%
	2023	38%	32%	40%	41%	41%	39%	-	-	-	31%	20%	29%	44%	31%	39%	20%
All Grades ELA/Reading	2024	30%	26%	24%	33%	25%	13%	-	-	*	0%	20%	*	30%	7%	24%	24%
	2023	35%	30%	39%	40%	42%	33%	-	-	-	29%	14%	40%	43%	29%	38%	16%
All Grades Mathematics	2024	35%	29%	40%	17%	45%	52%	-	-	*	80%	37%	*	42%	35%	37%	54%
	2023	40%	33%	42%	42%	40%	48%	-	-	-	33%	29%	*	45%	34%	39%	29%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	73%	-	-	-	-	-	-	57%	*	58%	61%	-	73%	57%	93%
	2023	76%	65%	74%	-	-	-	-	-	-	58%	64%	52%	57%	68%	74%	59%	94%
At Meets Grade Level or Above	2024	48%	32%	39%	-	-	-	-	-	-	18%	*	18%	11%	-	40%	18%	65%
	2023	49%	34%	42%	-	-	-	-	-	-	14%	20%	12%	13%	32%	43%	16%	70%
At Masters Grade Level	2024	20%	10%	8%	-	-	-	-	-	-	3%	*	3%	1%	-	8%	3%	21%
	2023	20%	11%	11%	-	-	-	-	-	-	3%	5%	2%	2%	3%	11%	3%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	65%	-	-	-	-	-	-	44%	*	44%	43%	-	66%	44%	92%
	2023	77%	67%	66%	-	-	-	-	-	-	46%	63%	30%	45%	63%	66%	48%	97%
At Meets Grade Level or Above	2024	54%	39%	43%	-	-	-	-	-	-	21%	*	21%	12%	-	44%	21%	78%
	2023	53%	38%	42%	-	-	-	-	-	-	13%	21%	5%	12%	38%	43%	15%	74%
At Masters Grade Level	2024	22%	12%	7%	-	-	-	-	-	-	1%	*	1%	0%	-	7%	1%	18%
	2023	20%	11%	6%	-	-	-	-	-	-	1%	5%	0%	0%	0%	6%	1%	12%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	63%	-	-	-	-	-	-	58%	*	59%	72%	-	63%	58%	83%
	2023	75%	65%	69%	-	-	-	-	-	-	53%	59%	75%	43%	60%	69%	54%	84%
At Meets Grade Level or Above	2024	43%	27%	22%	-	-	-	-	-	-	16%	*	16%	11%	-	23%	16%	37%
	2023	45%	31%	29%	-	-	-	-	-	-	13%	24%	13%	4%	20%	29%	13%	54%
At Masters Grade Level	2024	17%	8%	6%	-	-	-	-	-	-	4%	*	4%	6%	-	6%	4%	20%
	2023	19%	11%	12%	-	-	-	-	-	-	2%	6%	0%	0%	20%	12%	4%	16%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	85%	-	-	-	-	-	-	74%	-	74%	80%	-	86%	74%	100%
	2023	77%	64%	82%	-	-	-	-	-	-	69%	68%	67%	71%	*	82%	72%	97%
At Meets Grade Level or Above	2024	43%	25%	37%	-	-	-	-	-	-	8%	-	8%	7%	-	39%	8%	63%
	2023	47%	29%	41%	-	-	-	-	-	-	10%	16%	22%	0%	*	43%	11%	65%
At Masters Grade Level	2024	16%	6%	6%	-	-	-	-	-	-	2%	-	2%	0%	-	6%	2%	19%
	2023	18%	8%	10%	-	-	-	-	-	-	2%	5%	0%	0%	*	10%	2%	13%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	66%	91%	-	-	-	-	-	-	74%	-	74%	89%	-	93%	74%	100%
	2023	78%	65%	89%	-	-	-	-	-	-	81%	-	80%	81%	67%	90%	79%	97%
At Meets Grade Level or Above	2024	51%	33%	53%	-	-	-	-	-	-	29%	-	29%	11%	-	54%	29%	67%
	2023	52%	36%	59%	-	-	-	-	-	-	26%	-	20%	26%	33%	60%	26%	88%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	12%	19%	-	-	-	-	-	-	5%	-	5%	0%	-	19%	5%	27%
	2023	27%	13%	23%	-	-	-	-	-	-	9%	-	20%	7%	0%	24%	8%	41%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	61%	-	-	-	-	-	-	60%	-	60%	50%	-	59%	60%	79%
	2023	64%	56%	68%	-	-	-	-	-	-	54%	56%	43%	55%	50%	69%	53%	73%
All Grades ELA/Reading	2024	67%	59%	61%	-	-	-	-	-	-	58%	-	58%	46%	-	59%	58%	83%
	2023	63%	53%	64%	-	-	-	-	-	-	46%	39%	25%	55%	38%	66%	45%	68%
All Grades Mathematics	2024	60%	50%	60%	-	-	-	-	-	-	65%	-	65%	55%	-	58%	65%	69%
	2023	66%	59%	76%	-	-	-	-	-	-	74%	74%	80%	*	*	75%	74%	82%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	31%	-	-	-	-	-	-	36%	-	36%	25%	-	29%	36%	60%
	2023	38%	32%	40%	-	-	-	-	-	-	17%	28%	0%	13%	40%	43%	20%	71%
All Grades ELA/Reading	2024	30%	26%	24%	-	-	-	-	-	-	24%	-	24%	14%	-	22%	24%	*
	2023	35%	30%	39%	-	-	-	-	-	-	14%	25%	0%	13%	*	43%	16%	*
All Grades Mathematics	2024	35%	29%	40%	-	-	-	-	-	-	52%	-	52%	40%	-	38%	52%	*
	2023	40%	33%	42%	-	-	-	-	-	-	25%	30%	*	-	*	44%	29%	*

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	95%	95%	95%	94%	*	100%	*	96%	92%	80%	95%	94%	94%	99%
Included in Accountability	92%	93%	87%	84%	86%	89%	*	100%	*	88%	82%	75%	91%	77%	87%	78%
Not Included in Accountability: Mobile	4%	5%	6%	10%	5%	5%	*	0%	*	7%	8%	5%	3%	13%	5%	6%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	4%	0%	*	0%	*	0%	1%	0%	1%	4%	2%	14%
Not Tested	1%	2%	5%	5%	5%	6%	*	0%	*	4%	8%	20%	5%	6%	6%	1%
Absent	1%	2%	5%	5%	5%	6%	*	0%	*	4%	8%	20%	5%	6%	6%	1%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	95%	94%	95%	93%	-	*	*	95%	92%	75%	95%	93%	94%	99%
Included in Accountability	91%	92%	84%	83%	83%	88%	-	*	*	85%	82%	75%	89%	75%	85%	70%
Not Included in Accountability: Mobile	4%	5%	6%	11%	5%	5%	-	*	*	10%	7%	0%	3%	14%	6%	6%
Not Included in Accountability: Other Exclusions	4%	2%	4%	0%	7%	0%	-	*	*	0%	3%	0%	3%	5%	3%	22%
Not Tested	1%	2%	5%	6%	5%	7%	-	*	*	5%	8%	25%	5%	7%	6%	1%
Absent	1%	2%	5%	5%	5%	7%	-	*	*	5%	8%	25%	5%	7%	6%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	96%	97%	95%	97%	*	*	*	97%	92%	100%	96%	95%	95%	100%
Included in Accountability	93%	93%	88%	87%	87%	91%	*	*	*	88%	81%	100%	93%	77%	90%	85%
Not Included in Accountability: Mobile	5%	5%	6%	9%	5%	6%	*	*	*	9%	10%	0%	3%	14%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	*	*	0%	1%	0%	0%	4%	0%	8%
Not Tested	1%	1%	4%	3%	5%	3%	*	*	*	3%	8%	0%	4%	5%	5%	0%
Absent	1%	1%	4%	3%	5%	3%	*	*	*	3%	8%	0%	4%	5%	5%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	95%	94%	94%	95%	-	*	*	100%	90%	*	95%	94%	94%	98%
Included in Accountability	93%	92%	88%	85%	87%	90%	-	*	*	97%	82%	*	92%	78%	90%	84%
Not Included in Accountability: Mobile	4%	4%	6%	9%	4%	5%	-	*	*	3%	7%	*	3%	12%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	*	*	0%	1%	*	0%	4%	0%	8%
Not Tested	1%	3%	5%	6%	6%	5%	-	*	*	0%	10%	*	5%	6%	6%	2%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	3%	5%	6%	6%	5%	-	*	*	0%	10%	*	5%	6%	6%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	97%	95%	94%	97%	90%	*	*	-	89%	93%	*	95%	93%	94%	98%
Included in Accountability	94%	92%	89%	82%	92%	88%	*	*	-	89%	85%	*	92%	81%	90%	83%
Not Included in Accountability: Mobile	4%	4%	5%	12%	5%	2%	*	*	-	0%	8%	*	3%	10%	4%	9%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	*	0%	2%	0%	6%
Not Tested	1%	3%	5%	6%	3%	10%	*	*	-	11%	7%	*	5%	7%	6%	2%
Absent	1%	3%	5%	6%	3%	10%	*	*	-	11%	7%	*	5%	7%	6%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	98%	100%	96%	100%	-	*	-	*	-	-	98%	100%	97%	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	95%	95%	95%	95%	*	100%	-	97%	91%	93%	96%	93%	94%	97%
Included in Accountability	93%	92%	89%	84%	88%	92%	*	100%	-	92%	85%	83%	92%	81%	88%	82%
Not Included in Accountability: Mobile	4%	5%	5%	11%	4%	2%	*	0%	-	4%	6%	10%	3%	10%	5%	6%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	1%	*	0%	-	0%	1%	0%	1%	3%	1%	10%
Not Tested	1%	2%	5%	5%	5%	5%	*	0%	-	3%	9%	7%	4%	7%	6%	3%
Absent	1%	2%	5%	5%	5%	4%	*	0%	-	3%	9%	7%	4%	6%	5%	2%
Other	0%	0%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	96%	95%	96%	95%	-	*	-	97%	91%	100%	96%	93%	95%	97%
Included in Accountability	92%	92%	88%	84%	88%	92%	-	*	-	93%	84%	93%	92%	79%	88%	77%
Not Included in Accountability: Mobile	4%	5%	5%	10%	4%	3%	-	*	-	3%	5%	7%	3%	10%	5%	5%
Not Included in Accountability: Other Exclusions	3%	1%	2%	0%	4%	1%	-	*	-	0%	1%	0%	1%	4%	2%	15%
Not Tested	1%	2%	4%	5%	4%	5%	-	*	-	3%	9%	0%	4%	7%	5%	3%
Absent	1%	2%	4%	5%	4%	5%	-	*	-	3%	9%	0%	3%	7%	5%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	1%
Mathematics																
Assessment Participant	99%	98%	94%	96%	93%	95%	*	*	-	97%	93%	83%	95%	94%	94%	97%
Included in Accountability	94%	92%	88%	83%	87%	93%	*	*	-	93%	84%	67%	91%	81%	88%	83%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	6%	13%	5%	1%	*	*	-	3%	9%	17%	4%	11%	6%	9%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	1%	*	*	-	0%	0%	0%	0%	2%	0%	5%
Not Tested	1%	2%	6%	4%	7%	5%	*	*	-	3%	7%	17%	5%	6%	6%	3%
Absent	1%	1%	4%	3%	6%	2%	*	*	-	3%	7%	17%	3%	6%	5%	3%
Other	0%	0%	2%	1%	2%	3%	*	*	-	0%	0%	0%	2%	1%	1%	0%
Science																
Assessment Participant	99%	98%	96%	96%	96%	96%	*	*	-	90%	92%	80%	97%	93%	95%	100%
Included in Accountability	93%	92%	89%	83%	89%	93%	*	*	-	90%	86%	60%	92%	81%	88%	86%
Not Included in Accountability: Mobile	4%	5%	6%	13%	5%	3%	*	*	-	0%	6%	20%	4%	11%	7%	11%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	2%	4%	4%	4%	4%	*	*	-	10%	8%	20%	3%	7%	5%	0%
Absent	1%	2%	4%	4%	4%	4%	*	*	-	10%	8%	20%	3%	7%	5%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	96%	94%	94%	93%	95%	-	-	-	100%	90%	*	94%	94%	92%	96%
Included in Accountability	94%	92%	90%	87%	89%	92%	-	-	-	91%	87%	*	92%	84%	88%	90%
Not Included in Accountability: Mobile	4%	4%	3%	6%	3%	1%	-	-	-	9%	3%	*	2%	8%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	-	-	-	0%	0%	*	0%	3%	0%	6%
Not Tested	1%	4%	6%	6%	8%	5%	-	-	-	0%	10%	*	6%	6%	8%	4%
Absent	1%	4%	6%	6%	8%	5%	-	-	-	0%	10%	*	6%	6%	8%	4%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	87%	85%	86%	82%	84%	-	*	-	*	-	-	85%	80%	82%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	88.0%	85.0%	88.5%	89.1%	*	94.6%	-	86.9%	82.6%	86.5%	89.5%
2021-22	92.2%	89.6%	85.8%	84.0%	85.4%	88.1%	*	78.1%	-	86.7%	84.2%	84.0%	83.5%
Chronic Absenteeism													
2022-23	20.3%	30.8%	36.6%	49.2%	33.8%	32.7%	*	33.3%	-	36.8%	51.2%	41.6%	30.6%
2021-22	25.7%	35.2%	47.3%	55.6%	47.9%	39.7%	*	62.5%	-	42.3%	56.6%	53.1%	56.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	4.3%	3.2%	5.2%	3.3%	*	0.0%	-	5.8%	6.6%	4.9%	7.7%
2021-22	2.2%	3.7%	3.6%	2.2%	4.4%	3.3%	*	14.3%	-	1.4%	5.3%	4.5%	7.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	83.6%	88.4%	81.6%	83.8%	*	*	-	82.4%	70.2%	79.0%	78.6%
Received TxCHSE	0.3%	0.9%	0.7%	0.0%	1.4%	0.0%	*	*	-	0.0%	0.0%	0.3%	0.0%
Continued HS	3.1%	1.7%	1.9%	2.9%	0.5%	4.3%	*	*	-	0.0%	4.3%	2.3%	0.0%
Dropped Out	6.3%	14.5%	13.8%	8.7%	16.5%	12.0%	*	*	-	17.6%	25.5%	18.4%	21.4%
Graduates and TxCHSE	90.6%	83.8%	84.3%	88.4%	83.0%	83.8%	*	*	-	82.4%	70.2%	79.3%	78.6%
Graduates, TxCHSE, and Continuers	93.7%	85.5%	86.2%	91.3%	83.5%	88.0%	*	*	-	82.4%	74.5%	81.6%	78.6%
Class of 2022													
Graduated	89.7%	86.0%	87.6%	93.4%	88.7%	83.1%	*	*	-	78.6%	87.5%	85.0%	75.0%
Received TxCHSE	0.3%	0.5%	0.7%	0.0%	0.9%	0.8%	*	*	-	0.0%	0.0%	0.7%	0.0%
Continued HS	3.5%	2.8%	2.5%	2.2%	1.9%	3.4%	*	*	-	7.1%	0.0%	2.7%	12.5%
Dropped Out	6.4%	10.7%	9.2%	4.4%	8.5%	12.7%	*	*	-	14.3%	12.5%	11.7%	12.5%
Graduates and TxCHSE	90.0%	86.5%	88.3%	93.4%	89.6%	83.9%	*	*	-	78.6%	87.5%	85.7%	75.0%
Graduates, TxCHSE, and Continuers	93.6%	89.3%	90.8%	95.6%	91.5%	87.3%	*	*	-	85.7%	87.5%	88.3%	87.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	89.6%	93.4%	90.5%	86.3%	*	*	-	85.7%	91.3%	87.2%	82.6%
Received TxCHSE	0.4%	0.7%	0.9%	0.0%	1.0%	1.7%	*	*	-	0.0%	0.0%	0.7%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	11.1%	9.4%	6.6%	8.6%	12.0%	*	*	-	14.3%	8.7%	12.1%	17.4%
Graduates and TxCHSE	92.2%	88.9%	90.6%	93.4%	91.4%	88.0%	*	*	-	85.7%	91.3%	87.9%	82.6%
Graduates, TxCHSE, and Continuers	93.2%	88.9%	90.6%	93.4%	91.4%	88.0%	*	*	-	85.7%	91.3%	87.9%	82.6%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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 2021													
Graduated	92.2%	86.5%	89.7%	87.0%	90.9%	89.1%	*	*	*	100.0%	90.0%	88.8%	77.8%
Received TxCHSE	0.4%	0.3%	0.4%	1.0%	0.0%	0.7%	*	*	*	0.0%	0.0%	0.6%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	13.2%	9.9%	12.0%	9.1%	10.2%	*	*	*	0.0%	10.0%	10.6%	22.2%
Graduates and TxCHSE	92.7%	86.8%	90.1%	88.0%	90.9%	89.8%	*	*	*	100.0%	90.0%	89.4%	77.8%
Graduates, TxCHSE, and Continuers	93.7%	86.8%	90.1%	88.0%	90.9%	89.8%	*	*	*	100.0%	90.0%	89.4%	77.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	89.7%	87.0%	90.9%	89.1%	*	*	*	100.0%	90.0%	88.8%	77.8%
Received TxCHSE	0.5%	0.6%	0.9%	2.0%	0.5%	0.7%	*	*	*	0.0%	0.0%	1.1%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	12.8%	9.5%	11.0%	8.6%	10.2%	*	*	*	0.0%	10.0%	10.0%	22.2%
Graduates and TxCHSE	93.2%	87.2%	90.5%	89.0%	91.4%	89.8%	*	*	*	100.0%	90.0%	90.0%	77.8%
Graduates, TxCHSE, and Continuers	93.7%	87.2%	90.5%	89.0%	91.4%	89.8%	*	*	*	100.0%	90.0%	90.0%	77.8%
Class of 2020													
Graduated	92.7%	89.2%	91.2%	91.5%	91.5%	90.6%	*	*	*	80.0%	85.7%	90.4%	72.7%
Received TxCHSE	0.5%	0.8%	0.9%	0.0%	0.5%	2.2%	*	*	*	0.0%	0.0%	0.7%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	10.0%	7.9%	8.5%	8.0%	7.2%	*	*	*	20.0%	14.3%	8.9%	27.3%
Graduates and TxCHSE	93.2%	90.0%	92.1%	91.5%	92.0%	92.8%	*	*	*	80.0%	85.7%	91.1%	72.7%
Graduates, TxCHSE, and Continuers	93.8%	90.0%	92.1%	91.5%	92.0%	92.8%	*	*	*	80.0%	85.7%	91.1%	72.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	81.0%	86.1%	78.3%	82.5%	*	*	-	77.8%	66.0%	76.4%	75.9%
Class of 2022	89.7%	80.8%	84.4%	89.6%	83.6%	83.2%	*	*	-	78.6%	81.1%	81.3%	66.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	9.1%	8.2%	9.8%	9.2%	*	*	-	7.1%	42.4%	11.2%	9.1%
Class of 2022	3.7%	11.5%	14.6%	27.1%	13.8%	7.1%	-	*	-	0.0%	40.5%	18.4%	16.7%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	87.4%	84.6%	80.3%	86.1%	82.7%	*	*	-	92.9%	27.3%	81.7%	86.4%
Class of 2022	84.3%	84.3%	80.2%	68.2%	80.9%	88.8%	-	*	-	90.9%	47.6%	75.7%	66.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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 2023	88.6%	95.2%	93.7%	88.5%	96.0%	91.8%	*	*	-	100.0%	69.7%	92.9%	95.5%
Class of 2022	88.0%	95.8%	94.8%	95.3%	94.7%	95.9%	-	*	-	90.9%	88.1%	94.1%	83.3%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	9.2%	7.6%	10.1%	9.6%	*	*	-	6.7%	41.2%	11.2%	8.0%
2021-22	3.9%	11.9%	15.4%	25.8%	14.8%	8.1%	-	*	-	8.3%	40.0%	19.2%	25.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	80.8%	75.8%	82.7%	78.8%	*	*	-	86.7%	26.5%	79.5%	84.0%
2021-22	82.3%	81.5%	78.3%	66.3%	78.6%	88.9%	-	*	-	83.3%	44.4%	73.7%	60.0%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	0.8%	0.0%	0.0%	2.8%	0.0%	0.0%	-	-	0.0%	0.8%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	90.1%	83.3%	92.7%	88.8%	*	*	-	93.3%	67.6%	90.8%	92.0%
2021-22	86.0%	93.4%	93.7%	92.1%	93.4%	97.0%	-	*	-	91.7%	84.4%	92.9%	85.0%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	372	100.0%	507	377,367
By Ethnicity:				
African American	66	17.7%	150	46,822
Hispanic	179	48.1%	214	197,333
White	107	28.8%	116	103,009
American Indian	2	0.5%	3	1,181
Asian	3	0.8%	3	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	15	4.0%	21	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	37	9.9%	41	49,278
Foundation H.S. Program (Endorsement)	34	9.1%	41	16,475
Foundation H.S. Program (DLA)	298	80.1%	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	3	0.8%	4	222
Special Education Graduates	34	9.1%	53	34,589
Economically Disadvantaged Graduates	251	67.5%	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	25	6.7%	36	50,229
At-Risk Graduates	181	48.7%	259	168,430
CTE Completers	87	23.4%	109	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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)													
2022-23	76.3%	81.7%	82.3%	72.7%	82.1%	87.9%	*	*	-	80.0%	91.2%	83.7%	72.0%
2021-22	70.0%	65.0%	68.8%	68.5%	64.3%	78.8%	-	*	-	66.7%	97.8%	65.4%	45.0%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	51.9%	54.0%	47.0%	58.1%	49.5%	*	*	-	53.3%	11.8%	52.6%	56.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	48.5%	49.7%	51.5%	53.6%	41.1%	*	*	-	46.7%	11.8%	47.8%	56.0%
2021-22	57.1%	37.4%	35.8%	28.1%	32.1%	51.5%	-	*	-	25.0%	2.2%	26.7%	5.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	63.5%	69.6%	68.2%	73.7%	63.6%	*	*	-	60.0%	55.9%	69.7%	76.0%
2021-22	48.2%	50.2%	58.4%	57.3%	57.7%	60.6%	-	*	-	66.7%	37.8%	56.8%	35.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	40.6%	42.5%	42.4%	45.8%	36.4%	*	*	-	33.3%	11.8%	41.0%	52.0%
2021-22	42.2%	24.7%	26.4%	20.2%	24.5%	37.4%	-	*	-	16.7%	0.0%	19.2%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	3.7%	4.0%	1.5%	3.4%	6.5%	*	*	-	6.7%	0.0%	4.4%	4.0%
2021-22	20.5%	3.5%	4.0%	1.1%	4.1%	7.1%	-	*	-	0.0%	0.0%	2.3%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.7%	21.0%	9.1%	21.2%	26.2%	*	*	-	33.3%	0.0%	16.7%	4.0%
2021-22	24.0%	21.1%	18.6%	15.7%	18.9%	22.2%	-	*	-	8.3%	8.9%	12.0%	5.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	5.5%	4.3%	3.0%	5.6%	3.7%	*	*	-	0.0%	0.0%	4.0%	0.0%
2021-22	4.4%	6.0%	3.3%	6.7%	2.0%	2.0%	-	*	-	8.3%	2.2%	3.4%	5.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	8.1%	6.2%	9.1%	4.5%	7.5%	*	*	-	6.7%	67.6%	7.2%	8.0%
2021-22	5.0%	8.4%	9.6%	13.5%	4.6%	15.2%	-	*	-	16.7%	84.4%	11.3%	10.0%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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
2022-23	39.5%	58.2%	58.9%	45.5%	58.7%	66.4%	*	*	-	73.3%	91.2%	59.8%	40.0%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	49.9%	52.4%	39.4%	51.4%	59.8%	*	*	-	73.3%	41.2%	52.2%	36.0%
2021-22	28.0%	34.2%	40.6%	31.5%	42.3%	44.4%	-	*	-	50.0%	37.8%	41.4%	30.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.4%	0.3%	1.5%	0.0%	0.0%	*	*	-	0.0%	2.9%	0.4%	0.0%
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.6%	2.4%	1.5%	2.8%	2.8%	*	*	-	0.0%	23.5%	3.2%	0.0%
2021-22	2.5%	3.1%	3.3%	9.0%	1.5%	2.0%	-	*	-	0.0%	26.7%	3.4%	5.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	2.2%	3.0%	0.0%	3.4%	4.7%	*	*	-	0.0%	0.0%	2.8%	4.0%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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	2022-23	21.0%	18.1%	21.0%	15.2%	25.1%	18.7%	*	*	-	6.7%	5.9%	16.3%	12.0%
	2021-22	22.8%	17.6%	22.2%	7.9%	25.5%	30.3%	-	*	-	8.3%	2.2%	14.7%	0.0%
Mathematics	2022-23	19.9%	13.2%	16.9%	10.6%	21.2%	15.0%	*	*	-	6.7%	2.9%	13.9%	8.0%
	2021-22	18.7%	14.1%	16.9%	9.0%	18.4%	21.2%	-	*	-	16.7%	2.2%	11.7%	0.0%
Both Subjects	2022-23	12.5%	7.5%	9.1%	9.1%	11.2%	6.5%	*	*	-	0.0%	2.9%	7.6%	0.0%
	2021-22	12.6%	9.3%	12.1%	3.4%	14.3%	16.2%	-	*	-	8.3%	0.0%	6.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	28.8%	27.7%	33.3%	29.6%	20.6%	*	*	-	20.0%	5.9%	32.7%	48.0%
	2021-22	11.7%	12.3%	6.3%	13.5%	2.0%	8.1%	-	*	-	8.3%	0.0%	7.5%	5.0%
Mathematics	2022-23	20.2%	51.5%	53.8%	59.1%	56.4%	45.8%	*	*	-	46.7%	52.9%	57.4%	72.0%
	2021-22	14.0%	35.9%	40.6%	48.3%	38.3%	37.4%	-	*	-	50.0%	37.8%	44.7%	35.0%
Both Subjects	2022-23	12.5%	26.2%	25.0%	30.3%	27.4%	17.8%	*	*	-	20.0%	5.9%	29.1%	44.0%
	2021-22	7.5%	7.3%	5.3%	11.2%	1.5%	8.1%	-	*	-	0.0%	0.0%	6.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	9.3%	10.8%	6.9%	9.5%	15.6%	*	*	-	12.1%	0.0%	7.6%	11.4%
	2022	23.0%	4.3%	4.5%	3.7%	4.8%	4.9%	*	*	-	4.0%	0.0%	3.5%	6.4%
English Language Arts	2023	13.8%	5.5%	6.3%	4.6%	4.9%	9.4%	*	*	-	9.1%	0.0%	4.6%	6.8%
	2022	13.2%	1.5%	2.0%	1.2%	2.8%	1.0%	*	*	-	4.0%	0.0%	1.8%	4.3%
Mathematics	2023	7.0%	0.5%	0.7%	0.0%	0.9%	0.5%	*	*	-	3.0%	0.0%	1.0%	0.0%
	2022	6.9%	0.3%	0.4%	0.0%	0.3%	1.0%	*	*	-	0.0%	0.0%	0.2%	0.0%
Science	2023	10.3%	2.5%	3.6%	3.1%	2.3%	6.1%	*	*	-	3.0%	0.0%	2.2%	0.0%
	2022	9.6%	0.3%	0.4%	0.6%	0.5%	0.0%	*	*	-	0.0%	0.0%	0.4%	0.0%
Social Studies	2023	13.1%	4.0%	4.0%	3.8%	2.9%	5.2%	*	*	-	9.1%	0.0%	1.8%	0.0%
	2022	12.5%	3.2%	3.0%	3.0%	3.3%	2.9%	*	*	-	0.0%	0.0%	2.2%	2.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	14.4%	16.5%	11.1%	18.2%	18.2%	-	-	-	*	-	18.4%	20.0%
	2022	53.3%	21.3%	16.7%	0.0%	21.1%	20.0%	-	-	-	*	-	15.8%	*
English Language Arts	2023	52.3%	8.8%	8.7%	0.0%	11.8%	10.0%	-	-	-	*	-	4.3%	*
	2022	53.2%	12.5%	12.5%	*	9.1%	*	-	-	-	*	-	10.0%	*
Mathematics	2023	50.8%	40.0%	40.0%	-	*	*	-	-	-	*	-	40.0%	-
	2022	50.4%	*	*	-	*	*	-	-	-	-	-	*	-
Science	2023	44.8%	3.8%	3.8%	*	0.0%	7.7%	-	-	-	*	-	0.0%	-
	2022	44.7%	*	*	*	*	-	-	-	-	-	-	*	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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	2023	42.0%	9.5%	10.3%	0.0%	20.0%	9.1%	-	-	-	*	-	11.1%	-
	2022	41.9%	22.9%	16.7%	0.0%	23.1%	16.7%	-	-	-	-	-	16.7%	*
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	70.0%	71.2%	60.6%	73.7%	72.9%	*	*	-	73.3%	52.8%	66.5%	69.2%
	2021-22	71.5%	65.0%	66.2%	57.3%	65.3%	76.8%	-	*	-	58.3%	42.6%	60.3%	65.0%
At/Above Criterion for All Examinees	2022-23	28.9%	6.2%	7.2%	0.0%	6.8%	10.3%	*	*	-	18.2%	0.0%	5.3%	0.0%
	2021-22	32.1%	10.1%	11.0%	11.8%	8.6%	15.8%	-	*	-	0.0%	0.0%	6.8%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	880	994	868	1021	1036	-	-	-	*	*	957	*
	2021-22	1001	876	882	838	885	912	-	-	-	840	747	855	759
English Language Arts and Writing	2022-23	497	448	508	451	517	530	-	-	-	*	*	494	*
	2021-22	506	439	440	411	441	459	-	-	-	436	368	424	368
Mathematics	2022-23	482	432	486	417	504	506	-	-	-	*	*	464	*
	2021-22	496	437	442	427	444	453	-	-	-	404	379	431	392
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	14.9	14.8	13.5	14.6	15.4	*	*	-	16.2	11.8	14.7	12.4
	2021-22	19.5	17.3	17.6	18.5	15.7	21.4	-	13.0	-	-	12.0	16.9	11.0
English Language Arts	2022-23	18.8	13.7	13.5	12.0	13.4	14.3	*	*	-	14.5	10.3	13.3	10.4
	2021-22	19.2	16.0	16.2	16.6	14.2	21.2	-	10.0	-	-	10.0	14.9	10.0
Mathematics	2022-23	18.9	15.8	15.8	14.7	15.8	16.1	*	*	-	17.1	12.9	15.7	14.9
	2021-22	19.3	18.4	18.6	19.5	17.1	21.6	-	15.0	-	-	12.0	18.4	13.0
Science	2022-23	19.5	15.8	15.7	14.5	15.3	16.5	*	*	-	17.9	13.2	15.8	13.4
	2021-22	19.8	18.4	18.8	20.7	16.9	21.4	-	16.0	-	-	16.0	18.5	10.0

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	24.6%	23.1%	15.8%	20.8%	31.5%	*	33.3%	-	30.7%	0.5%	18.2%	6.0%
	2021-22	44.2%	26.1%	23.6%	18.8%	23.4%	28.5%	*	16.7%	-	20.9%	8.2%	18.2%	15.0%
English Language Arts	2022-23	17.4%	6.1%	6.9%	4.4%	5.1%	11.8%	*	16.7%	-	8.3%	0.0%	3.9%	2.3%
	2021-22	16.6%	6.1%	5.9%	4.9%	5.4%	8.1%	*	0.0%	-	4.5%	1.1%	3.9%	1.7%
Mathematics	2022-23	19.5%	7.8%	7.2%	4.9%	6.0%	10.8%	*	*	-	11.4%	0.0%	5.7%	0.8%
	2021-22	19.9%	13.1%	11.8%	7.7%	11.5%	16.4%	*	16.7%	-	7.6%	3.2%	8.1%	5.2%
Science	2022-23	21.5%	16.2%	14.6%	10.7%	13.0%	19.9%	*	0.0%	-	17.4%	0.5%	11.5%	4.7%
	2021-22	21.1%	14.3%	12.0%	10.5%	12.1%	14.1%	*	0.0%	-	6.1%	2.7%	9.2%	7.9%
Social Studies	2022-23	24.0%	7.5%	7.9%	6.0%	6.9%	9.8%	*	20.0%	-	15.1%	0.0%	5.7%	0.0%
	2021-22	22.8%	6.8%	7.0%	3.6%	6.5%	10.6%	*	0.0%	-	7.8%	0.0%	4.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,718	100.0%	7,822	5,517,464	1,721	100.0%	7,874	5,531,236
Students by Grade								
Grade 9	586	34.1%	11.0%	8.6%	587	34.1%	10.9%	8.5%
Grade 10	403	23.5%	7.6%	8.0%	403	23.4%	7.5%	7.9%
Grade 11	409	23.8%	7.4%	7.4%	409	23.8%	7.4%	7.4%
Grade 12	320	18.6%	5.8%	6.6%	322	18.7%	5.9%	6.7%
Ethnic Distribution								
African American	338	19.7%	29.2%	12.8%	338	19.6%	29.2%	12.8%
Hispanic	882	51.3%	46.6%	53.2%	884	51.4%	46.7%	53.2%
White	404	23.5%	18.4%	25.0%	405	23.5%	18.4%	25.0%
American Indian	3	0.2%	0.2%	0.3%	3	0.2%	0.2%	0.3%
Asian	4	0.2%	0.4%	5.4%	4	0.2%	0.4%	5.4%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	86	5.0%	5.2%	3.1%	86	5.0%	5.2%	3.1%
Sex								
Female	848	49.4%	48.7%	48.9%	849	49.3%	48.7%	48.8%
Male	870	50.6%	51.3%	51.1%	872	50.7%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,247	72.6%	82.8%	62.3%	1,249	72.6%	82.8%	62.2%
Non-Educationally Disadvantaged	471	27.4%	17.2%	37.7%	472	27.4%	17.2%	37.8%
Section 504 Students	157	9.1%	5.1%	7.2%	157	9.1%	5.1%	7.2%
EB Students/EL	153	8.9%	13.9%	24.4%	154	8.9%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	161	8.7%	6.2%	1.9%				
Students w/ Dyslexia	85	4.9%	6.1%	6.0%	85	4.9%	6.1%	6.0%
Foster Care	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Homeless	44	2.6%	3.6%	1.4%	44	2.6%	3.6%	1.4%
Immigrant	6	0.3%	0.2%	2.9%	6	0.3%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	22	1.3%	66.3%	65.7%	22	1.3%	66.4%	65.7%
Military Connected	11	0.6%	0.7%	3.9%	11	0.6%	0.7%	3.9%
At-Risk	907	52.8%	54.9%	53.2%	909	52.8%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	136	7.9%	13.8%	24.5%	137	8.0%	13.8%	24.4%
Career and Technical Education	1,305	76.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,305	76.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	103	6.0%	6.0%	8.5%	103	6.0%	6.0%	8.5%
Special Education	260	15.1%	20.8%	13.9%	262	15.2%	20.9%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	260							
Students with Intellectual Disabilities	153	58.8%	50.9%	45.7%				
Students with Physical Disabilities	7	2.7%	13.3%	18.9%				
Students with Autism	37	14.2%	17.0%	16.2%				
Students with Behavioral Disabilities	63	24.2%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	301	16.4%	24.6%	16.1%				
African American	92	5.0%	9.9%	3.4%				
Hispanic	139	7.6%	9.7%	8.5%				
White	52	2.8%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	18	1.0%	0.9%	0.5%				
Special Ed Students who are Mobile	56	22.6%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	22	15.3%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	255	18.8%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	237	17.1%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	20.2%	20.8%	7.9%	35.2%	31.2%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	15.0	15.7	16.3
Foreign Languages	23.8	24.7	18.8
Mathematics	18.3	17.7	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Science	16.8	16.9	18.5
Social Studies	18.8	18.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	161.7	100.0%	100.0%	100.0%
Professional Staff	143.2	88.5%	59.2%	63.9%
Teachers	115.7	71.6%	42.0%	48.3%
Professional Support	18.5	11.4%	12.0%	11.1%
Campus Administration (School Leadership)	9.0	5.6%	3.8%	3.3%
Educational Aides	18.5	11.5%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	5.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	70.5	43.6%	60.3%	54.4%
Teachers by Ethnicity				
African American	18.5	16.0%	32.1%	12.6%
Hispanic	21.4	18.5%	17.3%	30.1%
White	73.9	63.8%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	2.0	1.7%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	52.2	45.1%	27.5%	24.5%
Females	63.5	54.9%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	6.9	5.9%	2.2%	2.5%
Bachelors	76.4	66.1%	76.2%	71.7%
Masters	30.4	26.3%	20.7%	24.9%
Doctorate	2.0	1.7%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	7.9	6.8%	12.5%	8.7%
1-5 Years Experience	39.1	33.8%	33.8%	27.4%
6-10 Years Experience	26.7	23.0%	19.8%	20.2%
11-20 Years Experience	21.0	18.1%	21.3%	27.1%
21-30 Years Experience	14.8	12.8%	9.8%	13.7%
Over 30 Years Experience	6.3	5.5%	2.9%	3.0%
Number of Students per Teacher	14.8	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	6.5	6.0
Average Years Experience of Principals with District	5.0	4.8	5.1
Average Years Experience of Assistant Principals	6.0	3.7	5.1
Average Years Experience of Assistant Principals with District	4.3	2.9	4.3
Average Years Experience of Teachers	10.7	9.2	11.1
Average Years Experience of Teachers with District	6.0	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$62,126	\$60,927	\$54,272
1-5 Years Experience	\$62,127	\$61,873	\$58,185
6-10 Years Experience	\$67,506	\$64,029	\$61,494
11-20 Years Experience	\$66,965	\$66,521	\$65,219
21-30 Years Experience	\$70,387	\$70,632	\$69,723
Over 30 Years Experience	\$68,458	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$65,648	\$64,166	\$62,474
Professional Support	\$82,242	\$79,083	\$73,783
Campus Administration (School Leadership)	\$95,781	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.0%
Career and Technical Education	21.3	18.4%	6.1%	5.5%
Compensatory Education	0.0	0.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	85.3	73.7%	71.2%	69.8%
Special Education	9.2	7.9%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: LA MARQUE H S

Campus Number: 084906002

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	58%	56%	55%	60%	43%	*	*	-	55%	24%	67%	57%	55%	56%	56%
	2023	72%	60%	49%	45%	52%	73%	*	*	-	*	31%	*	50%	47%	46%	47%
At Meets Grade Level or Above	2024	52%	35%	31%	31%	31%	43%	*	*	-	27%	16%	50%	30%	34%	30%	27%
	2023	52%	35%	25%	17%	33%	53%	*	*	-	*	19%	*	25%	27%	24%	31%
At Masters Grade Level	2024	16%	7%	6%	6%	6%	7%	*	*	-	0%	8%	0%	7%	5%	6%	7%
	2023	13%	7%	5%	1%	9%	13%	*	*	-	*	8%	*	5%	4%	4%	10%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	63%	56%	49%	57%	80%	-	*	-	*	41%	*	55%	56%	54%	49%
	2023	74%	62%	55%	55%	49%	75%	-	*	-	*	42%	20%	54%	57%	54%	25%
At Meets Grade Level or Above	2024	58%	43%	36%	28%	40%	65%	-	*	-	*	25%	*	37%	34%	34%	31%
	2023	54%	39%	29%	27%	24%	63%	-	*	-	*	25%	0%	28%	32%	26%	7%
At Masters Grade Level	2024	9%	4%	4%	2%	6%	15%	-	*	-	*	9%	*	5%	3%	5%	7%
	2023	9%	4%	3%	1%	4%	6%	-	*	-	*	13%	0%	3%	1%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	60%	58%	56%	65%	33%	*	-	-	44%	36%	100%	60%	56%	56%	64%
	2023	79%	68%	65%	60%	67%	90%	*	-	-	*	45%	*	69%	58%	62%	55%
At Meets Grade Level or Above	2024	43%	20%	6%	5%	8%	0%	*	-	-	11%	7%	0%	5%	6%	6%	0%
	2023	43%	31%	18%	15%	24%	30%	*	-	-	*	16%	*	19%	16%	15%	18%
At Masters Grade Level	2024	24%	9%	3%	3%	5%	0%	*	-	-	0%	2%	0%	3%	4%	3%	0%
	2023	23%	16%	4%	4%	5%	0%	*	-	-	*	6%	*	6%	1%	3%	5%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	84%	82%	81%	79%	93%	*	-	-	100%	55%	*	81%	83%	80%	88%
	2023	88%	80%	75%	74%	75%	86%	*	*	-	*	63%	*	75%	76%	74%	70%
At Meets Grade Level or Above	2024	56%	36%	38%	38%	36%	29%	*	-	-	50%	21%	*	33%	43%	35%	26%
	2023	56%	37%	30%	25%	35%	64%	*	*	-	*	25%	*	31%	29%	27%	30%
At Masters Grade Level	2024	19%	7%	8%	6%	10%	7%	*	-	-	10%	7%	*	8%	7%	8%	9%
	2023	21%	8%	7%	4%	10%	14%	*	*	-	*	9%	*	7%	6%	6%	5%
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	90%	86%	85%	88%	88%	*	*	-	*	76%	*	84%	88%	86%	88%
	2023	94%	88%	86%	87%	82%	92%	-	*	-	*	77%	40%	88%	84%	86%	71%
At Meets Grade Level or Above	2024	69%	48%	40%	32%	41%	82%	*	*	-	*	34%	*	42%	38%	38%	32%
	2023	70%	53%	38%	35%	32%	77%	-	*	-	*	36%	40%	34%	43%	35%	4%
At Masters Grade Level	2024	37%	17%	16%	12%	16%	41%	*	*	-	*	24%	*	17%	15%	16%	18%
	2023	38%	21%	15%	10%	16%	38%	-	*	-	*	14%	0%	14%	16%	13%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	88%	85%	82%	86%	*	-	-	-	-	-	*	86%	83%	83%	-
	2023	90%	86%	61%	78%	38%	*	-	-	-	-	-	-	63%	*	53%	*
At Meets Grade Level or Above	2024	59%	41%	25%	18%	14%	*	-	-	-	-	-	*	36%	0%	22%	-
	2023	61%	32%	17%	22%	0%	*	-	-	-	-	-	-	13%	*	20%	*
At Masters Grade Level	2024	12%	0%	0%	0%	0%	*	-	-	-	-	-	*	0%	0%	0%	-
	2023	12%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	67%	64%	69%	72%	*	83%	-	65%	43%	82%	66%	67%	65%	67%
	2023	76%	65%	65%	63%	63%	83%	67%	85%	-	77%	50%	23%	65%	64%	63%	53%
At Meets Grade Level or Above	2024	48%	32%	30%	27%	31%	51%	*	50%	-	26%	19%	32%	30%	31%	28%	25%
	2023	49%	34%	28%	24%	29%	59%	0%	46%	-	38%	23%	15%	27%	30%	25%	21%
At Masters Grade Level	2024	20%	10%	7%	5%	8%	16%	*	0%	-	3%	9%	0%	7%	7%	7%	8%
	2023	20%	11%	6%	4%	9%	14%	0%	8%	-	8%	10%	0%	6%	6%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	56%	53%	59%	65%	*	*	-	57%	30%	70%	56%	55%	55%	52%
	2023	77%	67%	52%	49%	51%	74%	*	67%	-	67%	35%	17%	52%	52%	50%	39%
At Meets Grade Level or Above	2024	54%	39%	33%	30%	35%	56%	*	*	-	21%	19%	50%	33%	34%	32%	29%
	2023	53%	38%	27%	22%	29%	58%	*	50%	-	50%	22%	0%	26%	29%	25%	22%
At Masters Grade Level	2024	22%	12%	5%	4%	6%	12%	*	*	-	0%	8%	0%	6%	4%	5%	7%
	2023	20%	11%	4%	1%	7%	10%	*	0%	-	0%	10%	0%	4%	3%	3%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	60%	58%	67%	45%	*	-	-	44%	36%	83%	63%	57%	58%	64%
	2023	75%	65%	64%	62%	63%	91%	*	-	-	*	45%	*	68%	58%	61%	52%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	27%	7%	6%	8%	18%	*	-	-	11%	7%	0%	9%	5%	7%	0%
	2023	45%	31%	18%	15%	21%	36%	*	-	-	*	16%	*	18%	17%	16%	17%
At Masters Grade Level	2024	17%	8%	3%	3%	4%	0%	*	-	-	0%	2%	0%	2%	4%	3%	0%
	2023	19%	11%	4%	4%	5%	0%	*	-	-	*	6%	*	5%	1%	2%	4%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	82%	81%	80%	93%	*	-	-	100%	55%	*	81%	83%	80%	88%
	2023	77%	64%	75%	74%	75%	86%	*	*	-	*	63%	*	75%	76%	74%	70%
At Meets Grade Level or Above	2024	43%	25%	37%	38%	35%	29%	*	-	-	50%	21%	*	33%	43%	34%	26%
	2023	47%	29%	30%	25%	35%	64%	*	*	-	*	25%	*	31%	29%	27%	30%
At Masters Grade Level	2024	16%	6%	8%	6%	9%	7%	*	-	-	10%	7%	*	8%	7%	8%	9%
	2023	18%	8%	7%	4%	10%	14%	*	*	-	*	9%	*	7%	6%	6%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	66%	86%	85%	88%	88%	*	*	-	*	76%	*	84%	88%	86%	88%
	2023	78%	65%	86%	87%	82%	92%	-	*	-	*	77%	40%	88%	84%	86%	71%
At Meets Grade Level or Above	2024	51%	33%	40%	32%	41%	82%	*	*	-	*	34%	*	42%	38%	38%	32%
	2023	52%	36%	38%	35%	32%	77%	-	*	-	*	36%	40%	34%	43%	35%	4%
At Masters Grade Level	2024	27%	12%	16%	12%	16%	41%	*	*	-	*	24%	*	17%	15%	16%	18%
	2023	27%	13%	15%	10%	16%	38%	-	*	-	*	14%	0%	14%	16%	13%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	58%	62%	64%	63%	56%	*	-	-	38%	35%	*	66%	58%	60%	65%
	2023	57%	50%	43%	41%	46%	50%	*	*	-	-	28%	-	40%	48%	43%	38%
End of Course English II	2024	69%	64%	64%	60%	64%	92%	-	*	-	*	38%	*	62%	69%	64%	54%
	2023	74%	73%	66%	65%	67%	82%	-	*	-	*	43%	*	66%	66%	65%	47%
End of Course Algebra I	2024	72%	59%	48%	49%	47%	44%	*	-	-	50%	58%	*	51%	44%	49%	37%
	2023	76%	76%	74%	75%	72%	83%	*	-	-	-	62%	-	76%	70%	74%	66%
All Grades Both Subjects	2024	64%	55%	58%	58%	58%	68%	*	*	-	44%	44%	67%	60%	56%	58%	53%
	2023	64%	56%	60%	60%	60%	70%	*	*	-	*	45%	*	60%	61%	60%	48%
All Grades ELA/Reading	2024	67%	59%	63%	62%	63%	77%	*	*	-	39%	36%	80%	64%	62%	62%	60%
	2023	63%	53%	54%	53%	55%	67%	*	*	-	*	34%	*	53%	56%	54%	41%
All Grades Mathematics	2024	60%	50%	48%	49%	47%	44%	*	-	-	50%	58%	*	51%	44%	49%	37%
	2023	66%	59%	74%	75%	72%	83%	*	-	-	-	62%	-	76%	70%	74%	66%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	24%	26%	28%	31%	0%	-	-	-	*	16%	*	34%	15%	29%	40%
	2023	26%	21%	12%	13%	11%	*	*	-	-	-	0%	-	10%	14%	12%	17%
End of Course English II	2024	29%	25%	28%	34%	18%	*	-	-	-	*	14%	-	24%	33%	27%	0%
	2023	41%	41%	34%	38%	33%	*	-	*	-	*	14%	*	41%	20%	36%	27%
End of Course Algebra I	2024	55%	40%	43%	47%	45%	*	-	-	-	*	46%	*	49%	34%	43%	43%
	2023	58%	45%	48%	50%	41%	*	*	-	-	-	22%	-	56%	38%	47%	36%
All Grades Both Subjects	2024	32%	28%	33%	36%	32%	10%	-	-	-	13%	27%	*	37%	27%	34%	24%
	2023	38%	32%	33%	34%	30%	33%	*	*	-	*	13%	*	37%	26%	32%	27%
All Grades ELA/Reading	2024	30%	26%	27%	31%	24%	0%	-	-	-	20%	15%	*	30%	23%	28%	14%
	2023	35%	30%	23%	26%	22%	*	*	*	-	*	5%	*	27%	17%	24%	22%
All Grades Mathematics	2024	35%	29%	43%	47%	45%	*	-	-	-	*	46%	*	49%	34%	43%	43%
	2023	40%	33%	48%	50%	41%	*	*	-	-	-	22%	-	56%	38%	47%	36%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	67%	-	-	-	-	-	-	67%	100%	47%	70%	50%	66%	66%	89%
	2023	76%	65%	65%	-	-	-	-	-	-	52%	-	47%	55%	-	66%	52%	91%
At Meets Grade Level or Above	2024	48%	32%	30%	-	-	-	-	-	-	24%	56%	2%	27%	33%	31%	23%	58%
	2023	49%	34%	28%	-	-	-	-	-	-	19%	-	3%	28%	-	29%	19%	59%
At Masters Grade Level	2024	20%	10%	7%	-	-	-	-	-	-	6%	0%	0%	8%	33%	7%	7%	16%
	2023	20%	11%	6%	-	-	-	-	-	-	4%	-	0%	7%	-	6%	4%	14%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	56%	-	-	-	-	-	-	52%	*	37%	55%	*	56%	51%	88%
	2023	77%	67%	52%	-	-	-	-	-	-	37%	-	26%	46%	-	54%	37%	88%
At Meets Grade Level or Above	2024	54%	39%	33%	-	-	-	-	-	-	28%	*	3%	36%	*	33%	27%	88%
	2023	53%	38%	27%	-	-	-	-	-	-	20%	-	6%	32%	-	27%	20%	75%
At Masters Grade Level	2024	22%	12%	5%	-	-	-	-	-	-	5%	*	0%	7%	*	5%	6%	13%
	2023	20%	11%	4%	-	-	-	-	-	-	5%	-	0%	10%	-	3%	5%	13%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	60%	-	-	-	-	-	-	67%	*	*	63%	*	59%	64%	*
	2023	75%	65%	64%	-	-	-	-	-	-	55%	-	*	52%	-	65%	55%	83%
At Meets Grade Level or Above	2024	43%	27%	7%	-	-	-	-	-	-	0%	*	*	0%	*	8%	0%	*
	2023	45%	31%	18%	-	-	-	-	-	-	18%	-	*	19%	-	18%	18%	17%
At Masters Grade Level	2024	17%	8%	3%	-	-	-	-	-	-	0%	*	*	0%	*	3%	0%	*
	2023	19%	11%	4%	-	-	-	-	-	-	5%	-	*	5%	-	4%	5%	0%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	82%	-	-	-	-	-	-	91%	*	*	89%	*	81%	88%	*
	2023	77%	64%	75%	-	-	-	-	-	-	69%	-	86%	66%	-	76%	69%	*
At Meets Grade Level or Above	2024	43%	25%	37%	-	-	-	-	-	-	27%	*	*	25%	*	39%	26%	*
	2023	47%	29%	30%	-	-	-	-	-	-	28%	-	0%	34%	-	30%	28%	*
At Masters Grade Level	2024	16%	6%	8%	-	-	-	-	-	-	9%	*	*	11%	*	8%	9%	*
	2023	18%	8%	7%	-	-	-	-	-	-	5%	-	0%	6%	-	7%	5%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	66%	86%	-	-	-	-	-	-	87%	-	63%	92%	*	85%	88%	*
	2023	78%	65%	86%	-	-	-	-	-	-	70%	-	69%	71%	-	89%	70%	100%
At Meets Grade Level or Above	2024	51%	33%	40%	-	-	-	-	-	-	29%	-	0%	38%	*	42%	28%	*
	2023	52%	36%	38%	-	-	-	-	-	-	0%	-	0%	0%	-	42%	0%	80%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	12%	16%	-	-	-	-	-	-	13%	-	0%	17%	*	16%	13%	*
	2023	27%	13%	15%	-	-	-	-	-	-	0%	-	0%	0%	-	17%	0%	20%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	58%	-	-	-	-	-	-	52%	67%	*	51%	*	59%	53%	60%
	2023	64%	56%	60%	-	-	-	-	-	-	47%	-	50%	46%	-	61%	47%	100%
All Grades ELA/Reading	2024	67%	59%	63%	-	-	-	-	-	-	58%	*	*	56%	*	64%	60%	57%
	2023	63%	53%	54%	-	-	-	-	-	-	38%	-	50%	34%	-	56%	38%	100%
All Grades Mathematics	2024	60%	50%	48%	-	-	-	-	-	-	37%	*	-	38%	-	49%	37%	*
	2023	66%	59%	74%	-	-	-	-	-	-	66%	-	-	66%	-	74%	66%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	33%	-	-	-	-	-	-	24%	-	*	24%	-	34%	24%	*
	2023	38%	32%	33%	-	-	-	-	-	-	27%	-	38%	24%	-	34%	27%	*
All Grades ELA/Reading	2024	30%	26%	27%	-	-	-	-	-	-	14%	-	*	14%	-	29%	14%	*
	2023	35%	30%	23%	-	-	-	-	-	-	22%	-	38%	13%	-	24%	22%	-
All Grades Mathematics	2024	35%	29%	43%	-	-	-	-	-	-	43%	-	-	43%	-	44%	43%	*
	2023	40%	33%	48%	-	-	-	-	-	-	36%	-	-	36%	-	50%	36%	*

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	98%	98%	97%	99%	*	100%	*	100%	98%	100%	98%	98%	98%	98%
Included in Accountability	92%	93%	84%	88%	80%	78%	*	100%	*	81%	80%	92%	89%	79%	86%	75%
Not Included in Accountability: Mobile	4%	5%	11%	10%	10%	21%	*	0%	*	19%	17%	8%	8%	15%	10%	10%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	7%	0%	*	0%	*	0%	0%	0%	1%	3%	2%	13%
Not Tested	1%	2%	2%	2%	3%	1%	*	0%	*	0%	2%	0%	2%	2%	2%	2%
Absent	1%	2%	2%	2%	3%	1%	*	0%	*	0%	2%	0%	2%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	98%	99%	97%	100%	*	*	*	100%	98%	100%	98%	98%	98%	98%
Included in Accountability	91%	92%	83%	89%	77%	77%	*	*	*	78%	80%	91%	87%	79%	85%	72%
Not Included in Accountability: Mobile	4%	5%	11%	10%	10%	23%	*	*	*	22%	17%	9%	8%	15%	9%	9%
Not Included in Accountability: Other Exclusions	4%	2%	3%	0%	9%	0%	*	*	*	0%	1%	0%	3%	4%	3%	17%
Not Tested	1%	2%	2%	1%	3%	0%	*	*	*	0%	2%	0%	2%	2%	2%	2%
Absent	1%	2%	2%	1%	3%	0%	*	*	*	0%	2%	0%	2%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	98%	97%	100%	*	-	*	100%	98%	100%	96%	99%	97%	100%
Included in Accountability	93%	93%	84%	88%	81%	73%	*	-	*	75%	79%	86%	91%	78%	86%	72%
Not Included in Accountability: Mobile	5%	5%	11%	9%	10%	27%	*	-	*	25%	20%	14%	6%	17%	9%	15%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	6%	0%	*	-	*	0%	0%	0%	0%	4%	2%	13%
Not Tested	1%	1%	2%	2%	3%	0%	*	-	*	0%	2%	0%	4%	1%	3%	0%
Absent	1%	1%	2%	2%	1%	0%	*	-	*	0%	2%	0%	2%	1%	2%	0%
Other	0%	0%	1%	0%	2%	0%	*	-	*	0%	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	97%	98%	97%	99%	100%	*	-	-	100%	98%	*	99%	97%	98%	100%
Included in Accountability	93%	92%	86%	86%	84%	88%	*	-	-	91%	82%	*	90%	81%	87%	81%
Not Included in Accountability: Mobile	4%	4%	11%	11%	11%	13%	*	-	-	9%	16%	*	8%	14%	10%	12%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	3%	0%	*	-	-	0%	0%	*	0%	2%	1%	7%
Not Tested	1%	3%	2%	3%	1%	0%	*	-	-	0%	2%	*	1%	3%	2%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
Absent	1%	3%	2%	3%	1%	0%	*	-	-	0%	2%	*	1%	3%	2%	0%	
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%	
Social Studies																	
Assessment Participant	99%	97%	97%	99%	95%	95%	*	*	-	*	97%	*	97%	97%	98%	95%	
Included in Accountability	94%	92%	85%	88%	82%	77%	*	*	-	*	81%	*	89%	81%	85%	81%	
Not Included in Accountability: Mobile	4%	4%	11%	11%	8%	18%	*	*	-	*	17%	*	8%	13%	11%	5%	
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	5%	0%	*	*	-	*	0%	*	0%	3%	2%	10%	
Not Tested	1%	3%	3%	1%	5%	5%	*	*	-	*	3%	*	3%	3%	2%	5%	
Absent	1%	3%	3%	1%	5%	5%	*	*	-	*	3%	*	3%	3%	2%	5%	
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%	
Accelerated Testers																	
SAT/ACT Participant	93%	97%	91%	100%	78%	*	-	-	-	-	-	*	88%	100%	90%	-	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	96%	96%	96%	94%	100%	100%	-	100%	98%	100%	96%	96%	96%	95%	
Included in Accountability	93%	92%	82%	83%	81%	70%	86%	100%	-	100%	79%	72%	89%	72%	82%	77%	
Not Included in Accountability: Mobile	4%	5%	13%	13%	9%	23%	14%	0%	-	0%	18%	28%	6%	23%	12%	8%	
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	5%	0%	0%	0%	-	0%	1%	0%	2%	2%	2%	10%	
Not Tested	1%	2%	4%	4%	4%	6%	0%	0%	-	0%	2%	0%	4%	4%	4%	5%	
Absent	1%	2%	4%	4%	4%	5%	0%	0%	-	0%	2%	0%	4%	4%	4%	5%	
Other	0%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	98%	97%	98%	96%	91%	*	100%	-	100%	99%	100%	97%	97%	97%	95%	
Included in Accountability	92%	92%	81%	84%	77%	70%	*	100%	-	100%	80%	86%	88%	70%	82%	71%	
Not Included in Accountability: Mobile	4%	5%	12%	13%	10%	20%	*	0%	-	0%	17%	14%	6%	24%	12%	6%	
Not Included in Accountability: Other Exclusions	3%	1%	3%	0%	10%	0%	*	0%	-	0%	1%	0%	3%	3%	3%	18%	
Not Tested	1%	2%	3%	2%	4%	9%	*	0%	-	0%	1%	0%	3%	3%	3%	5%	
Absent	1%	2%	3%	2%	4%	9%	*	0%	-	0%	1%	0%	3%	3%	3%	5%	
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	98%	95%	95%	96%	94%	*	-	-	*	98%	*	95%	96%	95%	97%	
Included in Accountability	94%	92%	80%	79%	83%	65%	*	-	-	*	76%	*	86%	70%	81%	79%	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	15%	16%	12%	29%	*	-	-	*	22%	*	9%	25%	14%	14%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	-	-	*	0%	*	0%	1%	0%	3%
Not Tested	1%	2%	5%	5%	4%	6%	*	-	-	*	2%	*	5%	4%	5%	3%
Absent	1%	1%	4%	5%	4%	0%	*	-	-	*	2%	*	4%	4%	5%	3%
Other	0%	0%	0%	0%	0%	6%	*	-	-	*	0%	*	1%	0%	0%	0%
Science																
Assessment Participant	99%	98%	96%	95%	96%	100%	*	*	-	*	95%	*	95%	97%	96%	96%
Included in Accountability	93%	92%	83%	83%	88%	67%	*	*	-	*	76%	*	90%	75%	84%	87%
Not Included in Accountability: Mobile	4%	5%	12%	13%	7%	33%	*	*	-	*	19%	*	5%	22%	11%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	*	-	*	0%	*	0%	1%	0%	2%
Not Tested	1%	2%	4%	5%	4%	0%	*	*	-	*	5%	*	5%	3%	4%	4%
Absent	1%	2%	4%	4%	4%	0%	*	*	-	*	2%	*	4%	3%	4%	4%
Other	0%	0%	0%	1%	0%	0%	*	*	-	*	2%	*	1%	0%	0%	0%
Social Studies																
Assessment Participant	99%	96%	95%	95%	94%	94%	-	*	-	*	100%	100%	95%	95%	94%	93%
Included in Accountability	94%	92%	84%	84%	85%	81%	-	*	-	*	85%	83%	91%	75%	84%	83%
Not Included in Accountability: Mobile	4%	4%	10%	12%	7%	13%	-	*	-	*	15%	17%	4%	18%	10%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	*	-	*	0%	0%	0%	1%	1%	3%
Not Tested	1%	4%	5%	5%	6%	6%	-	*	-	*	0%	0%	5%	5%	6%	7%
Absent	1%	4%	5%	5%	6%	6%	-	*	-	*	0%	0%	5%	5%	6%	7%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	87%	95%	100%	100%	*	-	-	-	-	-	-	94%	*	94%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	87.2%	86.9%	87.3%	88.0%	*	*	*	89.4%	85.2%	86.8%	88.9%
2021-22	92.2%	89.6%	85.5%	85.1%	85.9%	85.5%	*	*	-	91.3%	85.3%	85.3%	87.7%
Chronic Absenteeism													
2022-23	20.3%	30.8%	47.4%	48.4%	46.0%	47.1%	*	*	*	58.3%	54.7%	48.7%	40.9%
2021-22	25.7%	35.2%	52.5%	51.8%	55.3%	55.6%	*	*	-	26.3%	41.3%	52.8%	54.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	3.7%	3.6%	3.4%	5.7%	*	*	*	0.0%	4.2%	3.9%	5.8%
2021-22	2.2%	3.7%	3.8%	4.7%	2.3%	4.1%	*	*	-	0.0%	7.4%	4.0%	1.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	81.0%	86.5%	76.7%	53.3%	*	-	-	100.0%	85.7%	81.9%	78.6%
Received TxCHSE	0.3%	0.9%	1.3%	0.0%	0.0%	13.3%	*	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.7%	1.3%	1.1%	2.3%	0.0%	*	-	-	0.0%	0.0%	1.4%	0.0%
Dropped Out	6.3%	14.5%	16.3%	12.4%	20.9%	33.3%	*	-	-	0.0%	14.3%	16.7%	21.4%
Graduates and TxCHSE	90.6%	83.8%	82.4%	86.5%	76.7%	66.7%	*	-	-	100.0%	85.7%	81.9%	78.6%
Graduates, TxCHSE, and Continuers	93.7%	85.5%	83.7%	87.6%	79.1%	66.7%	*	-	-	100.0%	85.7%	83.3%	78.6%
Class of 2022													
Graduated	89.7%	86.0%	81.7%	86.5%	76.6%	58.3%	-	*	-	100.0%	75.0%	81.9%	80.0%
Received TxCHSE	0.3%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	2.8%	3.6%	2.9%	4.3%	8.3%	-	*	-	0.0%	8.3%	3.4%	0.0%
Dropped Out	6.4%	10.7%	14.8%	10.6%	19.1%	33.3%	-	*	-	0.0%	16.7%	14.8%	20.0%
Graduates and TxCHSE	90.0%	86.5%	81.7%	86.5%	76.6%	58.3%	-	*	-	100.0%	75.0%	81.9%	80.0%
Graduates, TxCHSE, and Continuers	93.6%	89.3%	85.2%	89.4%	80.9%	66.7%	-	*	-	100.0%	83.3%	85.2%	80.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	84.8%	89.6%	78.7%	66.7%	-	*	-	100.0%	83.3%	84.8%	80.0%
Received TxCHSE	0.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	11.1%	15.2%	10.4%	21.3%	33.3%	-	*	-	0.0%	16.7%	15.2%	20.0%
Graduates and TxCHSE	92.2%	88.9%	84.8%	89.6%	78.7%	66.7%	-	*	-	100.0%	83.3%	84.8%	80.0%
Graduates, TxCHSE, and Continuers	93.2%	88.9%	84.8%	89.6%	78.7%	66.7%	-	*	-	100.0%	83.3%	84.8%	80.0%

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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 2021													
Graduated	92.2%	86.5%	78.9%	78.2%	83.3%	70.0%	*	-	-	*	93.3%	79.4%	90.9%
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	13.2%	21.1%	21.8%	16.7%	30.0%	*	-	-	*	6.7%	20.6%	9.1%
Graduates and TxCHSE	92.7%	86.8%	78.9%	78.2%	83.3%	70.0%	*	-	-	*	93.3%	79.4%	90.9%
Graduates, TxCHSE, and Continuers	93.7%	86.8%	78.9%	78.2%	83.3%	70.0%	*	-	-	*	93.3%	79.4%	90.9%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	79.1%	78.2%	83.3%	71.4%	*	-	-	*	93.5%	79.5%	90.9%
Received TxCHSE	0.5%	0.6%	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%	0.0%
Dropped Out	6.3%	12.8%	20.9%	21.8%	16.7%	28.6%	*	-	-	*	6.5%	20.5%	9.1%
Graduates and TxCHSE	93.2%	87.2%	79.1%	78.2%	83.3%	71.4%	*	-	-	*	93.5%	79.5%	90.9%
Graduates, TxCHSE, and Continuers	93.7%	87.2%	79.1%	78.2%	83.3%	71.4%	*	-	-	*	93.5%	79.5%	90.9%
Class of 2020													
Graduated	92.7%	89.2%	84.3%	87.0%	80.6%	63.6%	*	*	-	*	81.0%	84.1%	83.3%
Received TxCHSE	0.5%	0.8%	0.5%	0.7%	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%	0.0%
Dropped Out	6.2%	10.0%	15.1%	12.3%	19.4%	36.4%	*	*	-	*	19.0%	15.9%	16.7%
Graduates and TxCHSE	93.2%	90.0%	84.9%	87.7%	80.6%	63.6%	*	*	-	*	81.0%	84.1%	83.3%
Graduates, TxCHSE, and Continuers	93.8%	90.0%	84.9%	87.7%	80.6%	63.6%	*	*	-	*	81.0%	84.1%	83.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	78.6%	84.8%	75.0%	50.0%	*	-	-	83.3%	75.0%	80.3%	78.6%
Class of 2022	89.7%	80.8%	72.3%	78.3%	65.5%	50.0%	-	*	-	83.3%	39.1%	71.8%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	4.0%	2.6%	6.1%	0.0%	*	-	-	20.0%	11.1%	4.4%	9.1%
Class of 2022	3.7%	11.5%	2.9%	2.2%	5.6%	0.0%	-	-	-	0.0%	11.1%	3.3%	12.5%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	87.4%	95.2%	97.4%	90.9%	100.0%	*	-	-	80.0%	88.9%	94.7%	90.9%
Class of 2022	84.3%	84.3%	95.7%	95.6%	94.4%	100.0%	-	-	-	100.0%	77.8%	95.1%	87.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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 2023	88.6%	95.2%	99.2%	100.0%	97.0%	100.0%	*	-	-	100.0%	100.0%	99.1%	100.0%
Class of 2022	88.0%	95.8%	98.6%	97.8%	100.0%	100.0%	-	-	-	100.0%	88.9%	98.4%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	5.2%	4.8%	5.7%	0.0%	*	-	-	16.7%	10.5%	5.8%	9.1%
2021-22	3.9%	11.9%	2.7%	2.1%	5.4%	0.0%	-	-	-	0.0%	6.7%	3.1%	12.5%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	91.8%	94.0%	88.6%	100.0%	*	-	-	66.7%	84.2%	93.3%	90.9%
2021-22	82.3%	81.5%	89.9%	90.7%	91.9%	70.0%	-	-	-	100.0%	46.7%	91.5%	87.5%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	0.7%	1.2%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	97.0%	98.8%	94.3%	100.0%	*	-	-	83.3%	94.7%	99.2%	100.0%
2021-22	86.0%	93.4%	92.6%	92.8%	97.3%	70.0%	-	-	-	100.0%	53.3%	94.6%	100.0%

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	135	100.0%	507	377,367
By Ethnicity:				
African American	84	62.2%	150	46,822
Hispanic	35	25.9%	214	197,333
White	9	6.7%	116	103,009
American Indian	1	0.7%	3	1,181
Asian	0	0.0%	3	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	6	4.4%	21	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	4	3.0%	41	49,278
Foundation H.S. Program (Endorsement)	7	5.2%	41	16,475
Foundation H.S. Program (DLA)	123	91.1%	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	1	0.7%	4	222
Special Education Graduates	19	14.1%	53	34,589
Economically Disadvantaged Graduates	120	88.9%	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	11	8.1%	36	50,229
At-Risk Graduates	78	57.8%	259	168,430
CTE Completers	22	16.3%	109	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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)													
2022-23	76.3%	81.7%	80.0%	79.8%	77.1%	100.0%	*	-	-	83.3%	100.0%	79.2%	81.8%
2021-22	70.0%	65.0%	55.0%	51.5%	56.8%	70.0%	-	-	-	80.0%	80.0%	56.2%	50.0%
College Ready Graduates†													
College Ready (Annual Graduates)†													
2022-23	57.8%	51.9%	45.9%	40.5%	51.4%	66.7%	*	-	-	66.7%	0.0%	44.2%	36.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	48.5%	45.2%	38.1%	54.3%	66.7%	*	-	-	66.7%	5.3%	44.2%	27.3%
2021-22	57.1%	37.4%	41.6%	35.1%	51.4%	50.0%	-	-	-	80.0%	20.0%	40.0%	37.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	63.5%	46.7%	39.3%	57.1%	66.7%	*	-	-	66.7%	10.5%	48.3%	63.6%
2021-22	48.2%	50.2%	28.2%	24.7%	35.1%	30.0%	-	-	-	40.0%	6.7%	28.5%	25.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	40.6%	35.6%	27.4%	42.9%	66.7%	*	-	-	66.7%	0.0%	35.8%	27.3%
2021-22	42.2%	24.7%	20.1%	15.5%	27.0%	30.0%	-	-	-	40.0%	6.7%	20.0%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	3.7%	3.0%	0.0%	2.9%	22.2%	*	-	-	16.7%	0.0%	3.3%	0.0%
2021-22	20.5%	3.5%	2.0%	2.1%	2.7%	0.0%	-	-	-	0.0%	0.0%	2.3%	0.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	0.7%	2.7%	1.0%	5.4%	10.0%	-	-	-	0.0%	0.0%	2.3%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	20.7%	20.0%	22.6%	17.1%	22.2%	*	-	-	0.0%	0.0%	16.7%	9.1%
2021-22	24.0%	21.1%	27.5%	26.8%	24.3%	30.0%	-	-	-	60.0%	0.0%	26.2%	25.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	5.5%	8.9%	11.9%	0.0%	22.2%	*	-	-	0.0%	0.0%	6.7%	0.0%
2021-22	4.4%	6.0%	13.4%	13.4%	10.8%	10.0%	-	-	-	40.0%	0.0%	13.1%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	8.1%	13.3%	19.0%	2.9%	11.1%	*	-	-	0.0%	94.7%	13.3%	9.1%
2021-22	5.0%	8.4%	5.4%	7.2%	0.0%	10.0%	-	-	-	0.0%	53.3%	6.2%	0.0%
Career / Military Ready Graduates†													
Career or Military Ready (Annual Graduates)†													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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
2022-23	39.5%	58.2%	56.3%	53.6%	54.3%	100.0%	*	-	-	50.0%	100.0%	55.0%	63.6%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	49.9%	43.0%	35.7%	51.4%	88.9%	*	-	-	33.3%	10.5%	43.3%	54.5%
2021-22	28.0%	34.2%	17.4%	16.5%	18.9%	10.0%	-	-	-	40.0%	13.3%	16.9%	25.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.4%	0.7%	0.0%	2.9%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.6%	3.0%	3.6%	0.0%	0.0%	*	-	-	16.7%	15.8%	1.7%	0.0%
2021-22	2.5%	3.1%	2.7%	3.1%	0.0%	10.0%	-	-	-	0.0%	26.7%	3.1%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	2.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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	2022-23	21.0%	18.1%	10.4%	7.1%	17.1%	22.2%	*	-	-	0.0%	5.3%	9.2%	0.0%
	2021-22	22.8%	17.6%	5.4%	4.1%	10.8%	0.0%	-	-	-	0.0%	0.0%	3.8%	12.5%
Mathematics	2022-23	19.9%	13.2%	3.0%	1.2%	8.6%	0.0%	*	-	-	0.0%	0.0%	1.7%	0.0%
	2021-22	18.7%	14.1%	6.7%	6.2%	8.1%	10.0%	-	-	-	0.0%	0.0%	6.9%	0.0%
Both Subjects	2022-23	12.5%	7.5%	3.0%	1.2%	8.6%	0.0%	*	-	-	0.0%	0.0%	1.7%	0.0%
	2021-22	12.6%	9.3%	2.0%	1.0%	5.4%	0.0%	-	-	-	0.0%	0.0%	2.3%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	28.8%	31.9%	23.8%	42.9%	44.4%	*	-	-	66.7%	0.0%	34.2%	27.3%
	2021-22	11.7%	12.3%	28.2%	24.7%	29.7%	40.0%	-	-	-	60.0%	20.0%	28.5%	12.5%
Mathematics	2022-23	20.2%	51.5%	45.2%	39.3%	57.1%	44.4%	*	-	-	66.7%	10.5%	47.5%	63.6%
	2021-22	14.0%	35.9%	23.5%	20.6%	29.7%	20.0%	-	-	-	40.0%	6.7%	23.8%	25.0%
Both Subjects	2022-23	12.5%	26.2%	29.6%	22.6%	37.1%	44.4%	*	-	-	66.7%	0.0%	31.7%	27.3%
	2021-22	7.5%	7.3%	12.8%	9.3%	16.2%	20.0%	-	-	-	40.0%	6.7%	13.8%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	9.3%	5.8%	6.9%	5.2%	3.3%	*	-	-	0.0%	3.1%	5.7%	3.6%
	2022	23.0%	4.3%	3.6%	2.7%	3.6%	9.1%	-	-	-	10.0%	0.0%	4.0%	0.0%
English Language Arts	2023	13.8%	5.5%	3.6%	4.0%	4.1%	0.0%	*	-	-	0.0%	0.0%	3.8%	3.6%
	2022	13.2%	1.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2022	6.9%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Science	2023	10.3%	2.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2022	9.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2023	13.1%	4.0%	4.2%	4.6%	4.1%	3.3%	*	-	-	0.0%	3.1%	4.2%	3.6%
	2022	12.5%	3.2%	3.6%	2.7%	3.6%	9.1%	-	-	-	10.0%	0.0%	4.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	14.4%	5.6%	8.3%	0.0%	*	-	-	-	-	*	6.7%	*
	2022	53.3%	21.3%	36.4%	0.0%	*	*	-	-	-	*	-	36.4%	-
English Language Arts	2023	52.3%	8.8%	9.1%	14.3%	*	-	-	-	-	-	-	10.0%	*
	2022	53.2%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	40.0%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	*	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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	2023	42.0%	9.5%	7.7%	12.5%	*	*	-	-	-	-	*	9.1%	*
	2022	41.9%	22.9%	36.4%	0.0%	*	*	-	-	-	*	-	36.4%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	70.0%	66.7%	71.4%	74.3%	33.3%	*	-	-	16.7%	55.0%	63.9%	90.9%
	2021-22	71.5%	65.0%	61.7%	59.8%	64.9%	50.0%	-	-	-	100.0%	26.7%	61.5%	62.5%
At/Above Criterion for All Examinees	2022-23	28.9%	6.2%	3.3%	1.7%	0.0%	*	-	-	-	*	0.0%	2.6%	0.0%
	2021-22	32.1%	10.1%	7.6%	3.4%	12.5%	40.0%	-	-	-	0.0%	*	7.5%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	880	834	823	835	*	-	-	-	*	684	827	736
	2021-22	1001	876	861	843	880	978	-	-	-	872	763	857	840
English Language Arts and Writing	2022-23	497	448	424	415	430	*	-	-	-	*	328	422	358
	2021-22	506	439	437	428	443	502	-	-	-	442	398	435	422
Mathematics	2022-23	482	432	410	408	405	*	-	-	-	*	355	405	378
	2021-22	496	437	425	415	436	476	-	-	-	430	365	422	418
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	14.9	16.8	15.4	*	*	-	-	-	-	-	16.8	-
	2021-22	19.5	17.3	14.5	14.0	-	-	-	-	-	15.0	-	-	-
English Language Arts	2022-23	18.8	13.7	16.5	14.2	*	*	-	-	-	-	-	16.7	-
	2021-22	19.2	16.0	14.5	14.0	-	-	-	-	-	15.0	-	-	-
Mathematics	2022-23	18.9	15.8	16.5	16.1	*	*	-	-	-	-	-	16.3	-
	2021-22	19.3	18.4	15.5	16.0	-	-	-	-	-	15.0	-	-	-
Science	2022-23	19.5	15.8	17.8	16.6	*	*	-	-	-	-	-	17.4	-
	2021-22	19.8	18.4	13.5	12.0	-	-	-	-	-	15.0	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	24.6%	30.2%	30.3%	25.9%	42.6%	*	*	-	36.4%	15.7%	31.3%	26.0%
	2021-22	44.2%	26.1%	34.0%	33.9%	34.1%	33.3%	*	*	-	50.0%	10.3%	33.9%	19.4%
English Language Arts	2022-23	17.4%	6.1%	4.7%	5.7%	3.6%	3.9%	*	*	-	0.0%	0.0%	4.4%	1.3%
	2021-22	16.6%	6.1%	7.1%	7.3%	6.6%	10.7%	*	*	-	0.0%	0.0%	6.5%	0.0%
Mathematics	2022-23	19.5%	7.8%	9.7%	10.1%	8.2%	14.0%	*	*	-	9.1%	1.3%	10.1%	6.6%
	2021-22	19.9%	13.1%	17.0%	16.4%	16.2%	20.4%	*	*	-	31.3%	7.5%	17.0%	6.5%
Science	2022-23	21.5%	16.2%	21.5%	23.3%	16.2%	28.6%	*	*	-	33.3%	15.8%	21.9%	13.5%
	2021-22	21.1%	14.3%	21.3%	22.9%	18.6%	22.2%	*	*	-	20.0%	5.9%	20.7%	9.8%
Social Studies	2022-23	24.0%	7.5%	6.9%	5.7%	6.7%	13.5%	*	*	-	0.0%	1.4%	6.9%	6.7%
	2021-22	22.8%	6.8%	6.6%	6.3%	7.7%	5.5%	*	*	-	6.7%	1.6%	6.5%	1.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	689	100.0%	7,822	5,517,464	699	100.0%	7,874	5,531,236
Students by Grade								
Grade 9	244	35.4%	11.0%	8.6%	244	34.9%	10.9%	8.5%
Grade 10	160	23.2%	7.6%	8.0%	160	22.9%	7.5%	7.9%
Grade 11	156	22.6%	7.4%	7.4%	156	22.3%	7.4%	7.4%
Grade 12	129	18.7%	5.8%	6.6%	139	19.9%	5.9%	6.7%
Ethnic Distribution								
African American	375	54.4%	29.2%	12.8%	377	53.9%	29.2%	12.8%
Hispanic	236	34.3%	46.6%	53.2%	243	34.8%	46.7%	53.2%
White	56	8.1%	18.4%	25.0%	57	8.2%	18.4%	25.0%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	4	0.6%	0.4%	5.4%	4	0.6%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	2.3%	5.2%	3.1%	16	2.3%	5.2%	3.1%
Sex								
Female	328	47.6%	48.7%	48.9%	332	47.5%	48.7%	48.8%
Male	361	52.4%	51.3%	51.1%	367	52.5%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	621	90.1%	82.8%	62.3%	627	89.7%	82.8%	62.2%
Non-Educationally Disadvantaged	68	9.9%	17.2%	37.7%	72	10.3%	17.2%	37.8%
Section 504 Students	46	6.7%	5.1%	7.2%	46	6.6%	5.1%	7.2%
EB Students/EL	86	12.5%	13.9%	24.4%	86	12.3%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	118	15.4%	6.2%	1.9%				
Students w/ Dyslexia	24	3.5%	6.1%	6.0%	24	3.4%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	30	4.4%	3.6%	1.4%	30	4.3%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	689	100.0%	66.3%	65.7%	699	100.0%	66.4%	65.7%
Military Connected	4	0.6%	0.7%	3.9%	4	0.6%	0.7%	3.9%
At-Risk	442	64.2%	54.9%	53.2%	447	63.9%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	85	12.3%	13.8%	24.5%	85	12.2%	13.8%	24.4%
Career and Technical Education	431	62.6%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	431	62.6%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	15	2.2%	6.0%	8.5%	15	2.1%	6.0%	8.5%
Special Education	89	12.9%	20.8%	13.9%	99	14.2%	20.9%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	89							
Students with Intellectual Disabilities	46	51.7%	50.9%	45.7%				
Students with Physical Disabilities	*	*	13.3%	18.9%				
Students with Autism	**	**	17.0%	16.2%				
Students with Behavioral Disabilities	29	32.6%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	232	31.0%	24.6%	16.1%				
African American	131	17.5%	9.9%	3.4%				
Hispanic	63	8.4%	9.7%	8.5%				
White	34	4.5%	3.9%	3.1%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	2	0.3%	0.9%	0.5%				
Special Ed Students who are Mobile	33	33.7%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	21	23.9%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	202	30.1%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	119	22.5%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	18.7%	20.8%	7.9%	14.3%	31.2%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	14.1	15.7	16.3
Foreign Languages	27.1	24.7	18.8
Mathematics	15.1	17.7	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Science	16.2	16.9	18.5
Social Studies	17.0	18.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	78.4	100.0%	100.0%	100.0%
Professional Staff	73.9	94.3%	59.2%	63.9%
Teachers	55.7	71.1%	42.0%	48.3%
Professional Support	13.2	16.8%	12.0%	11.1%
Campus Administration (School Leadership)	5.0	6.4%	3.8%	3.3%
Educational Aides	4.5	5.7%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	3.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	60.7	77.5%	60.3%	54.4%
Teachers by Ethnicity				
African American	37.4	67.0%	32.1%	12.6%
Hispanic	2.1	3.7%	17.3%	30.1%
White	15.3	27.5%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	1.8%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	25.5	45.8%	27.5%	24.5%
Females	30.2	54.2%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	3.0	5.3%	2.2%	2.5%
Bachelors	37.5	67.3%	76.2%	71.7%
Masters	15.2	27.3%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	8.0	14.3%	12.5%	8.7%
1-5 Years Experience	17.8	31.9%	33.8%	27.4%
6-10 Years Experience	12.4	22.3%	19.8%	20.2%
11-20 Years Experience	12.0	21.5%	21.3%	27.1%
21-30 Years Experience	2.5	4.6%	9.8%	13.7%
Over 30 Years Experience	3.0	5.4%	2.9%	3.0%
Number of Students per Teacher	12.4	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.0	6.5	6.0
Average Years Experience of Principals with District	8.0	4.8	5.1
Average Years Experience of Assistant Principals	5.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	9.2	9.2	11.1
Average Years Experience of Teachers with District	3.1	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$61,083	\$60,927	\$54,272
1-5 Years Experience	\$61,880	\$61,873	\$58,185
6-10 Years Experience	\$63,961	\$64,029	\$61,494
11-20 Years Experience	\$71,505	\$66,521	\$65,219
21-30 Years Experience	\$82,040	\$70,632	\$69,723
Over 30 Years Experience	\$61,252	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$65,185	\$64,166	\$62,474
Professional Support	\$80,749	\$79,083	\$73,783
Campus Administration (School Leadership)	\$91,992	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.0%
Career and Technical Education	9.6	17.2%	6.1%	5.5%
Compensatory Education	0.2	0.4%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	36.2	64.9%	71.2%	69.8%
Special Education	9.5	17.1%	15.6%	10.3%
Other	0.3	0.5%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: WOODROW WILSON DAEP

Campus Number: 084906006

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	48%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	21%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	42%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	51%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	23%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	46%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	21%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	77%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	57%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	26%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	39%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	14%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	34%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	37%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	44%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	33%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	52%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	58%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	24%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	69%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	37%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	59%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	12%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Included in Accountability	92%	93%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Mobile	4%	5%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	2%	1%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Absent	1%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Reading																
Assessment Participant	99%	98%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Included in Accountability	91%	92%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Mobile	4%	5%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	4%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Absent	1%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	-

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	73.4%	74.5%	75.8%	62.1%	*	-	-	*	71.2%	73.9%	82.4%
2021-22	92.2%	89.6%	75.6%	78.2%	75.8%	61.2%	-	-	-	*	69.8%	75.9%	*
Chronic Absenteeism													
2022-23	20.3%	30.8%	61.4%	63.1%	57.8%	70.0%	*	-	-	53.3%	65.1%	60.9%	45.2%
2021-22	25.7%	35.2%	64.8%	62.3%	61.4%	88.9%	-	-	-	50.0%	80.0%	63.2%	45.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	3.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	24.6%	6.8%	6.3%	10.3%	0.0%	-	-	-	*	5.3%	8.5%	*
	2021-22	44.2%	26.1%	8.8%	11.4%	4.8%	11.1%	-	-	-	*	10.0%	9.8%	*
English Language Arts	2022-23	17.4%	6.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2021-22	16.6%	6.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2022-23	19.5%	7.8%	4.1%	2.7%	8.0%	0.0%	-	-	-	*	0.0%	4.9%	*
	2021-22	19.9%	13.1%	7.5%	8.8%	4.8%	11.1%	-	-	-	*	10.0%	8.2%	*
Science	2022-23	21.5%	16.2%	7.5%	8.3%	9.5%	0.0%	-	-	-	*	7.1%	8.6%	*
	2021-22	21.1%	14.3%	1.6%	3.1%	0.0%	0.0%	-	-	-	*	0.0%	1.7%	*
Social Studies	2022-23	24.0%	7.5%	1.2%	0.0%	4.0%	0.0%	-	-	-	*	0.0%	1.5%	*
	2021-22	22.8%	6.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	117	100.0%	7,822	5,517,464	117	100.0%	7,874	5,531,236
Students by Grade								
Grade 5	3	2.6%	7.2%	7.2%	3	2.6%	7.2%	7.2%
Grade 6	4	3.4%	7.4%	7.3%	4	3.4%	7.3%	7.2%
Grade 7	17	14.5%	7.7%	7.3%	17	14.5%	7.7%	7.3%
Grade 8	26	22.2%	7.8%	7.5%	26	22.2%	7.8%	7.5%
Grade 9	23	19.7%	11.0%	8.6%	23	19.7%	10.9%	8.5%
Grade 10	27	23.1%	7.6%	8.0%	27	23.1%	7.5%	7.9%
Grade 11	15	12.8%	7.4%	7.4%	15	12.8%	7.4%	7.4%
Grade 12	2	1.7%	5.8%	6.6%	2	1.7%	5.9%	6.7%
Ethnic Distribution								
African American	54	46.2%	29.2%	12.8%	54	46.2%	29.2%	12.8%
Hispanic	38	32.5%	46.6%	53.2%	38	32.5%	46.7%	53.2%
White	17	14.5%	18.4%	25.0%	17	14.5%	18.4%	25.0%
American Indian	1	0.9%	0.2%	0.3%	1	0.9%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	7	6.0%	5.2%	3.1%	7	6.0%	5.2%	3.1%
Sex								
Female	51	43.6%	48.7%	48.9%	51	43.6%	48.7%	48.8%
Male	66	56.4%	51.3%	51.1%	66	56.4%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	87	74.4%	82.8%	62.3%	87	74.4%	82.8%	62.2%
Non-Educationally Disadvantaged	30	25.6%	17.2%	37.7%	30	25.6%	17.2%	37.8%
Section 504 Students	10	8.5%	5.1%	7.2%	10	8.5%	5.1%	7.2%
EB Students/EL	13	11.1%	13.9%	24.4%	13	11.1%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	63	13.8%	6.2%	1.9%				
Students w/ Dyslexia	7	6.0%	6.1%	6.0%	7	6.0%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	5	4.3%	3.6%	1.4%	5	4.3%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	66.3%	65.7%	0	0.0%	66.4%	65.7%
Military Connected	2	1.7%	0.7%	3.9%	2	1.7%	0.7%	3.9%
At-Risk	116	99.1%	54.9%	53.2%	116	99.1%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	13	11.1%	13.8%	24.5%	13	11.1%	13.8%	24.4%

Texas Education Agency
2023-24 Student Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Career and Technical Education	32	27.4%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	31	46.3%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	2	1.7%	6.0%	8.5%	2	1.7%	6.0%	8.5%
Special Education	23	19.7%	20.8%	13.9%	23	19.7%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	23							
Students with Intellectual Disabilities	12	52.2%	50.9%	45.7%				
Students with Physical Disabilities	0	0.0%	13.3%	18.9%				
Students with Autism	0	0.0%	17.0%	16.2%				
Students with Behavioral Disabilities	11	47.8%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	457	100.0%	24.6%	16.1%				
African American	221	48.4%	9.9%	3.4%				
Hispanic	166	36.3%	9.7%	8.5%				
White	54	11.8%	3.9%	3.1%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	15	3.3%	0.9%	0.5%				
Special Ed Students who are Mobile	91	100.0%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	32	100.0%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	389	100.0%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	0	0.0%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.4%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 9	31.6%	20.8%	7.9%	44.4%	31.2%	11.9%

Texas Education Agency
2023-24 Student Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

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

Texas Education Agency
2023-24 Staff Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	18.0	100.0%	100.0%	100.0%
Professional Staff	15.0	83.4%	59.2%	63.9%
Teachers	12.0	66.7%	42.0%	48.3%
Professional Support	1.0	5.6%	12.0%	11.1%
Campus Administration (School Leadership)	2.0	11.1%	3.8%	3.3%
Educational Aides	3.0	16.6%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	3.0	16.7%	60.3%	54.4%
Teachers by Ethnicity				
African American	1.0	8.3%	32.1%	12.6%
Hispanic	0.0	0.0%	17.3%	30.1%
White	11.0	91.7%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	5.0	41.7%	27.5%	24.5%
Females	7.0	58.3%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	5.0	41.7%	76.2%	71.7%
Masters	6.0	50.0%	20.7%	24.9%
Doctorate	1.0	8.3%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	12.5%	8.7%
1-5 Years Experience	4.0	33.3%	33.8%	27.4%
6-10 Years Experience	3.0	25.0%	19.8%	20.2%
11-20 Years Experience	3.0	25.0%	21.3%	27.1%
21-30 Years Experience	2.0	16.7%	9.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.9%	3.0%
Number of Students per Teacher	9.7	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	6.5	6.0
Average Years Experience of Principals with District	7.0	4.8	5.1
Average Years Experience of Assistant Principals	2.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	9.8	9.2	11.1
Average Years Experience of Teachers with District	4.2	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$60,927	\$54,272
1-5 Years Experience	\$61,500	\$61,873	\$58,185
6-10 Years Experience	\$62,750	\$64,029	\$61,494
11-20 Years Experience	\$64,883	\$66,521	\$65,219
21-30 Years Experience	\$69,650	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$64,017	\$64,166	\$62,474
Professional Support	\$72,813	\$79,083	\$73,783
Campus Administration (School Leadership)	\$93,589	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.0%
Career and Technical Education	0.1	0.9%	6.1%	5.5%
Compensatory Education	0.0	0.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	9.5	79.5%	71.2%	69.8%
Special Education	2.2	18.4%	15.6%	10.3%
Other	0.1	1.2%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: TEXAS CITY J J A E P

Campus Number: 084906010

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

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

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

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

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	2	100.0%	7,822	5,517,464	2	100.0%	7,874	5,531,236
Students by Grade								
Grade 9	1	50.0%	11.0%	8.6%	1	50.0%	10.9%	8.5%
Grade 10	0	0.0%	7.6%	8.0%	0	0.0%	7.5%	7.9%
Grade 11	1	50.0%	7.4%	7.4%	1	50.0%	7.4%	7.4%
Ethnic Distribution								
African American	1	50.0%	29.2%	12.8%	1	50.0%	29.2%	12.8%
Hispanic	0	0.0%	46.6%	53.2%	0	0.0%	46.7%	53.2%
White	1	50.0%	18.4%	25.0%	1	50.0%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	5.2%	3.1%	0	0.0%	5.2%	3.1%
Sex								
Female	2	100.0%	48.7%	48.9%	2	100.0%	48.7%	48.8%
Male	0	0.0%	51.3%	51.1%	0	0.0%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	2	100.0%	82.8%	62.3%	2	100.0%	82.8%	62.2%
Non-Educationally Disadvantaged	0	0.0%	17.2%	37.7%	0	0.0%	17.2%	37.8%
Section 504 Students	0	0.0%	5.1%	7.2%	0	0.0%	5.1%	7.2%
EB Students/EL	0	0.0%	13.9%	24.4%	0	0.0%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	2	100.0%	6.2%	1.9%				
Students w/ Dyslexia	0	0.0%	6.1%	6.0%	0	0.0%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	0	0.0%	3.6%	1.4%	0	0.0%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	66.3%	65.7%	0	0.0%	66.4%	65.7%
Military Connected	0	0.0%	0.7%	3.9%	0	0.0%	0.7%	3.9%
At-Risk	2	100.0%	54.9%	53.2%	2	100.0%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	0	0.0%	13.8%	24.5%	0	0.0%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.0%	8.5%	0	0.0%	6.0%	8.5%
Special Education	1	50.0%	20.8%	13.9%	1	50.0%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students with Disabilities	*							
Students with Intellectual Disabilities	**	**	50.9%	45.7%				
Students with Physical Disabilities	**	**	13.3%	18.9%				
Students with Autism	**	**	17.0%	16.2%				
Students with Behavioral Disabilities	*	*	17.2%	17.6%				
Students with Non-Categorical Early Childhood	**	**	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	2	100.0%	24.6%	16.1%				
African American	1	50.0%	9.9%	3.4%				
Hispanic	1	50.0%	9.7%	8.5%				
White	0	0.0%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.9%	0.5%				
Special Ed Students who are Mobile	0	-	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	-	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	2	100.0%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	0	0.0%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 7	0.0%	0.4%	0.5%	-	0.0%	0.4%
Grade 8	0.0%	0.4%	0.4%	-	0.0%	0.5%

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

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff	-	-	59.2%	63.9%
Teachers	-	-	42.0%	48.3%
Professional Support	-	-	12.0%	11.1%
Campus Administration (School Leadership)	-	-	3.8%	3.3%
Educational Aides	-	-	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	-	n/a	11.0	4,187.0
Part-time Librarians	-	n/a	0.0	651.0
Full-time Counselors	-	n/a	24.0	13,870.0
Part-time Counselors	-	n/a	1.0	1,172.0
Total Minority Staff	-	-	60.3%	54.4%
Teachers by Ethnicity				
African American	-	-	32.1%	12.6%
Hispanic	-	-	17.3%	30.1%
White	-	-	48.1%	53.4%
American Indian	-	-	0.5%	0.3%
Asian	-	-	1.1%	2.1%
Pacific Islander	-	-	0.0%	0.1%
Two or More Races	-	-	0.9%	1.3%
Teachers by Sex				
Males	-	-	27.5%	24.5%
Females	-	-	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	-	-	2.2%	2.5%
Bachelors	-	-	76.2%	71.7%
Masters	-	-	20.7%	24.9%
Doctorate	-	-	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	-	-	12.5%	8.7%
1-5 Years Experience	-	-	33.8%	27.4%
6-10 Years Experience	-	-	19.8%	20.2%
11-20 Years Experience	-	-	21.3%	27.1%
21-30 Years Experience	-	-	9.8%	13.7%
Over 30 Years Experience	-	-	2.9%	3.0%
Number of Students per Teacher	-	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	-	6.5	6.0
Average Years Experience of Principals with District	-	4.8	5.1
Average Years Experience of Assistant Principals	-	3.7	5.1
Average Years Experience of Assistant Principals with District	-	2.9	4.3
Average Years Experience of Teachers	-	9.2	11.1
Average Years Experience of Teachers with District	-	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$60,927	\$54,272
1-5 Years Experience	-	\$61,873	\$58,185
6-10 Years Experience	-	\$64,029	\$61,494
11-20 Years Experience	-	\$66,521	\$65,219
21-30 Years Experience	-	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	-	\$64,166	\$62,474
Professional Support	-	\$79,083	\$73,783
Campus Administration (School Leadership)	-	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	-	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	-	-	3.8%	6.0%
Career and Technical Education	-	-	6.1%	5.5%
Compensatory Education	-	-	3.3%	3.1%
Gifted and Talented Education	-	-	0.0%	1.6%
Regular Education	-	-	71.2%	69.8%
Special Education	-	-	15.6%	10.3%
Other	-	-	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)

Campus Number: 084906014

This page is intentionally blank.

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

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

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

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	57.4%	60.3%	*	*	-	-	-	*	*	58.6%	*
2021-22	92.2%	89.6%	*	*	*	*	-	-	-	-	*	*	*
Chronic Absenteeism													
2022-23	20.3%	30.8%	96.9%	93.8%	100.0%	100.0%	-	-	-	*	100.0%	95.5%	*
2021-22	25.7%	35.2%	100.0%	100.0%	100.0%	*	-	-	-	-	*	100.0%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	0.0%	0.0%	*	*	-	-	-	*	*	0.0%	*
2021-22	0.7%	0.6%	0.0%	*	*	*	-	-	-	-	*	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	0.0%	0.0%	0.0%	*	-	-	-	-	*	0.0%	*
2021-22	2.2%	3.7%	0.0%	*	*	*	-	-	-	-	*	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	24.6%	0.0%	*	*	-	-	-	-	-	-	0.0%	-
	2021-22	44.2%	26.1%	0.0%	*	*	*	-	-	-	-	*	*	-
English Language Arts	2022-23	17.4%	6.1%	0.0%	*	*	-	-	-	-	-	-	0.0%	-
	2021-22	16.6%	6.1%	0.0%	*	*	*	-	-	-	-	*	*	-
Mathematics	2022-23	19.5%	7.8%	0.0%	*	*	-	-	-	-	-	-	0.0%	-
	2021-22	19.9%	13.1%	0.0%	*	*	*	-	-	-	-	*	*	-
Science	2022-23	21.5%	16.2%	0.0%	*	*	-	-	-	-	-	-	0.0%	-
	2021-22	21.1%	14.3%	0.0%	*	*	*	-	-	-	-	*	*	-
Social Studies	2022-23	24.0%	7.5%	0.0%	*	*	-	-	-	-	-	-	0.0%	-
	2021-22	22.8%	6.8%	0.0%	*	*	*	-	-	-	-	*	*	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Student Information (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	14	100.0%	7,822	5,517,464	14	100.0%	7,874	5,531,236
Students by Grade								
Grade 8	3	21.4%	7.8%	7.5%	3	21.4%	7.8%	7.5%
Grade 9	7	50.0%	11.0%	8.6%	7	50.0%	10.9%	8.5%
Grade 10	4	28.6%	7.6%	8.0%	4	28.6%	7.5%	7.9%
Ethnic Distribution								
African American	6	42.9%	29.2%	12.8%	6	42.9%	29.2%	12.8%
Hispanic	4	28.6%	46.6%	53.2%	4	28.6%	46.7%	53.2%
White	2	14.3%	18.4%	25.0%	2	14.3%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	14.3%	5.2%	3.1%	2	14.3%	5.2%	3.1%
Sex								
Female	4	28.6%	48.7%	48.9%	4	28.6%	48.7%	48.8%
Male	10	71.4%	51.3%	51.1%	10	71.4%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	12	85.7%	82.8%	62.3%	12	85.7%	82.8%	62.2%
Non-Educationally Disadvantaged	2	14.3%	17.2%	37.7%	2	14.3%	17.2%	37.8%
Section 504 Students	2	14.3%	5.1%	7.2%	2	14.3%	5.1%	7.2%
EB Students/EL	0	0.0%	13.9%	24.4%	0	0.0%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	6.2%	1.9%				
Students w/ Dyslexia	1	7.1%	6.1%	6.0%	1	7.1%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	2	14.3%	3.6%	1.4%	2	14.3%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	66.3%	65.7%	0	0.0%	66.4%	65.7%
Military Connected	0	0.0%	0.7%	3.9%	0	0.0%	0.7%	3.9%
At-Risk	11	78.6%	54.9%	53.2%	11	78.6%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	0	0.0%	13.8%	24.5%	0	0.0%	13.8%	24.4%
Career and Technical Education	3	21.4%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	3	27.3%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.0%	8.5%	0	0.0%	6.0%	8.5%
Special Education	4	28.6%	20.8%	13.9%	4	28.6%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students with Disabilities	*							
Students with Intellectual Disabilities	*	*	50.9%	45.7%				
Students with Physical Disabilities	0	0.0%	13.3%	18.9%				
Students with Autism	0	0.0%	17.0%	16.2%				
Students with Behavioral Disabilities	*	*	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	33	100.0%	24.6%	16.1%				
African American	16	48.5%	9.9%	3.4%				
Hispanic	11	33.3%	9.7%	8.5%				
White	5	15.2%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	3.0%	0.9%	0.5%				
Special Ed Students who are Mobile	7	100.0%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	2	100.0%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	27	100.0%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	0	0.0%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	-	0.0%	0.3%
Grade 7	0.0%	0.4%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.4%	0.0%	0.0%	0.5%
Grade 9	40.0%	20.8%	7.9%	-	31.2%	11.9%

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

Texas Education Agency
2023-24 Staff Information (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff	-	-	59.2%	63.9%
Teachers	-	-	42.0%	48.3%
Professional Support	-	-	12.0%	11.1%
Campus Administration (School Leadership)	-	-	3.8%	3.3%
Educational Aides	-	-	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	-	n/a	11.0	4,187.0
Part-time Librarians	-	n/a	0.0	651.0
Full-time Counselors	-	n/a	24.0	13,870.0
Part-time Counselors	-	n/a	1.0	1,172.0
Total Minority Staff	-	-	60.3%	54.4%
Teachers by Ethnicity				
African American	-	-	32.1%	12.6%
Hispanic	-	-	17.3%	30.1%
White	-	-	48.1%	53.4%
American Indian	-	-	0.5%	0.3%
Asian	-	-	1.1%	2.1%
Pacific Islander	-	-	0.0%	0.1%
Two or More Races	-	-	0.9%	1.3%
Teachers by Sex				
Males	-	-	27.5%	24.5%
Females	-	-	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	-	-	2.2%	2.5%
Bachelors	-	-	76.2%	71.7%
Masters	-	-	20.7%	24.9%
Doctorate	-	-	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	-	-	12.5%	8.7%
1-5 Years Experience	-	-	33.8%	27.4%
6-10 Years Experience	-	-	19.8%	20.2%
11-20 Years Experience	-	-	21.3%	27.1%
21-30 Years Experience	-	-	9.8%	13.7%
Over 30 Years Experience	-	-	2.9%	3.0%
Number of Students per Teacher	-	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	-	6.5	6.0
Average Years Experience of Principals with District	-	4.8	5.1
Average Years Experience of Assistant Principals	-	3.7	5.1
Average Years Experience of Assistant Principals with District	-	2.9	4.3
Average Years Experience of Teachers	-	9.2	11.1
Average Years Experience of Teachers with District	-	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$60,927	\$54,272
1-5 Years Experience	-	\$61,873	\$58,185
6-10 Years Experience	-	\$64,029	\$61,494
11-20 Years Experience	-	\$66,521	\$65,219
21-30 Years Experience	-	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	-	\$64,166	\$62,474
Professional Support	-	\$79,083	\$73,783
Campus Administration (School Leadership)	-	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	-	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	-	-	3.8%	6.0%
Career and Technical Education	-	-	6.1%	5.5%
Compensatory Education	-	-	3.3%	3.1%
Gifted and Talented Education	-	-	0.0%	1.6%
Regular Education	-	-	71.2%	69.8%
Special Education	-	-	15.6%	10.3%
Other	-	-	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: BLOCKER MIDDLE

Campus Number: 084906041

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	61%	67%	52%	68%	78%	-	*	*	61%	31%	*	66%	69%	65%	61%
	2023	78%	62%	67%	54%	66%	79%	-	*	-	65%	37%	*	68%	65%	62%	64%
At Meets Grade Level or Above	2024	54%	37%	42%	27%	43%	58%	-	*	*	30%	14%	*	43%	40%	40%	39%
	2023	55%	35%	40%	33%	35%	54%	-	*	-	41%	17%	*	40%	41%	36%	30%
At Masters Grade Level	2024	29%	15%	18%	11%	19%	26%	-	*	*	13%	5%	*	18%	20%	18%	16%
	2023	27%	11%	13%	9%	12%	19%	-	*	-	0%	3%	*	13%	13%	11%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	34%	34%	23%	34%	46%	-	-	*	39%	19%	*	34%	35%	34%	36%
	2023	63%	41%	42%	36%	35%	60%	-	*	-	43%	23%	*	42%	41%	40%	38%
At Meets Grade Level or Above	2024	34%	16%	17%	11%	16%	25%	-	-	*	13%	13%	*	16%	19%	15%	16%
	2023	37%	17%	16%	14%	11%	28%	-	*	-	14%	14%	*	19%	10%	15%	12%
At Masters Grade Level	2024	11%	3%	2%	0%	3%	3%	-	-	*	0%	1%	*	3%	0%	2%	3%
	2023	11%	3%	1%	0%	1%	2%	-	*	-	0%	3%	*	2%	0%	1%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	69%	76%	73%	74%	84%	-	*	-	70%	47%	*	78%	72%	73%	74%
	2023	83%	71%	76%	69%	76%	84%	-	*	-	90%	52%	*	77%	76%	74%	67%
At Meets Grade Level or Above	2024	56%	37%	46%	34%	41%	66%	-	*	-	40%	21%	*	47%	43%	40%	39%
	2023	58%	36%	41%	30%	43%	47%	-	*	-	55%	20%	*	43%	37%	38%	33%
At Masters Grade Level	2024	29%	15%	20%	14%	16%	33%	-	*	-	10%	2%	*	21%	18%	16%	14%
	2023	28%	14%	16%	11%	17%	15%	-	*	-	30%	6%	*	16%	16%	12%	3%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	58%	63%	54%	64%	70%	-	*	-	47%	47%	*	66%	55%	61%	58%
	2023	76%	63%	65%	57%	65%	72%	-	*	-	72%	46%	*	64%	67%	64%	59%
At Meets Grade Level or Above	2024	43%	26%	30%	22%	28%	44%	-	*	-	18%	18%	*	32%	27%	28%	27%
	2023	46%	29%	33%	20%	32%	45%	-	*	-	50%	27%	*	33%	34%	31%	28%
At Masters Grade Level	2024	16%	7%	7%	5%	4%	16%	-	*	-	0%	7%	*	7%	8%	7%	5%
	2023	17%	10%	12%	6%	13%	14%	-	*	-	11%	5%	*	12%	10%	10%	11%
Grade 8 Science																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	70%	52%	60%	46%	57%	77%	-	*	-	50%	36%	*	60%	59%	55%	56%
	2023	74%	56%	61%	49%	59%	72%	-	*	-	80%	41%	*	62%	57%	58%	47%
At Meets Grade Level or Above	2024	44%	22%	27%	18%	21%	48%	-	*	-	30%	16%	*	30%	21%	21%	15%
	2023	47%	28%	31%	15%	31%	44%	-	*	-	50%	25%	*	31%	32%	28%	20%
At Masters Grade Level	2024	17%	8%	9%	3%	5%	21%	-	*	-	0%	4%	*	8%	10%	8%	7%
	2023	17%	8%	9%	5%	7%	13%	-	*	-	25%	4%	*	10%	5%	7%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	41%	47%	38%	40%	69%	-	*	-	45%	32%	*	46%	48%	42%	36%
	2023	62%	37%	41%	28%	41%	48%	-	*	-	55%	26%	*	42%	35%	35%	30%
At Meets Grade Level or Above	2024	33%	16%	21%	14%	14%	40%	-	*	-	15%	16%	*	22%	16%	17%	12%
	2023	33%	16%	20%	8%	22%	26%	-	*	-	40%	20%	*	22%	15%	17%	10%
At Masters Grade Level	2024	17%	7%	8%	4%	4%	18%	-	*	-	5%	5%	*	8%	8%	7%	5%
	2023	16%	5%	5%	3%	7%	4%	-	*	-	10%	6%	*	6%	3%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	60%	100%	*	100%	100%	-	*	-	*	-	-	100%	*	100%	100%
	2023	79%	68%	100%	100%	100%	100%	-	-	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2024	43%	20%	93%	*	88%	100%	-	*	-	*	-	-	93%	*	96%	88%
	2023	43%	31%	98%	100%	100%	93%	-	-	-	*	*	-	98%	100%	97%	100%
At Masters Grade Level	2024	24%	9%	60%	*	54%	54%	-	*	-	*	-	-	60%	*	72%	63%
	2023	23%	16%	87%	100%	93%	73%	-	-	-	*	*	-	85%	100%	86%	80%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	59%	48%	57%	73%	-	100%	*	53%	34%	78%	60%	57%	56%	55%
	2023	76%	65%	60%	50%	59%	70%	-	100%	-	70%	38%	63%	61%	57%	56%	52%
At Meets Grade Level or Above	2024	48%	32%	32%	22%	29%	49%	-	100%	*	26%	16%	39%	34%	28%	28%	26%
	2023	49%	34%	32%	21%	31%	42%	-	75%	-	45%	21%	13%	33%	29%	28%	23%
At Masters Grade Level	2024	20%	10%	12%	7%	9%	21%	-	100%	*	6%	4%	11%	12%	11%	11%	9%
	2023	20%	11%	11%	7%	12%	13%	-	50%	-	16%	4%	0%	12%	9%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	71%	62%	71%	81%	-	*	*	65%	38%	100%	72%	71%	69%	67%
	2023	77%	67%	72%	63%	71%	81%	-	*	-	78%	45%	*	73%	70%	68%	65%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	39%	44%	31%	42%	62%	-	*	*	35%	17%	67%	45%	42%	40%	39%
	2023	53%	38%	41%	31%	39%	51%	-	*	-	49%	19%	*	41%	39%	37%	32%
At Masters Grade Level	2024	22%	12%	19%	13%	17%	30%	-	*	*	12%	4%	0%	19%	19%	17%	15%
	2023	20%	11%	15%	10%	15%	17%	-	*	-	16%	5%	*	15%	14%	12%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	53%	41%	52%	63%	-	*	*	47%	31%	50%	55%	47%	50%	50%
	2023	75%	65%	57%	49%	55%	69%	-	*	-	64%	36%	*	58%	55%	55%	51%
At Meets Grade Level or Above	2024	43%	27%	28%	19%	26%	41%	-	*	*	21%	15%	17%	29%	24%	25%	25%
	2023	45%	31%	30%	20%	28%	42%	-	*	-	42%	22%	*	32%	24%	27%	23%
At Masters Grade Level	2024	17%	8%	8%	6%	6%	14%	-	*	*	5%	4%	0%	9%	5%	7%	7%
	2023	19%	11%	12%	6%	13%	14%	-	*	-	14%	4%	*	13%	8%	10%	8%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	60%	46%	57%	77%	-	*	-	50%	36%	*	60%	59%	55%	56%
	2023	77%	64%	61%	49%	59%	72%	-	*	-	80%	41%	*	62%	57%	58%	47%
At Meets Grade Level or Above	2024	43%	25%	27%	18%	21%	48%	-	*	-	30%	16%	*	30%	21%	21%	15%
	2023	47%	29%	31%	15%	31%	44%	-	*	-	50%	25%	*	31%	32%	28%	20%
At Masters Grade Level	2024	16%	6%	9%	3%	5%	21%	-	*	-	0%	4%	*	8%	10%	8%	7%
	2023	18%	8%	9%	5%	7%	13%	-	*	-	25%	4%	*	10%	5%	7%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	66%	47%	38%	40%	69%	-	*	-	45%	32%	*	46%	48%	42%	36%
	2023	78%	65%	41%	28%	41%	48%	-	*	-	55%	26%	*	42%	35%	35%	30%
At Meets Grade Level or Above	2024	51%	33%	21%	14%	14%	40%	-	*	-	15%	16%	*	22%	16%	17%	12%
	2023	52%	36%	20%	8%	22%	26%	-	*	-	40%	20%	*	22%	15%	17%	10%
At Masters Grade Level	2024	27%	12%	8%	4%	4%	18%	-	*	-	5%	5%	*	8%	8%	7%	5%
	2023	27%	13%	5%	3%	7%	4%	-	*	-	10%	6%	*	6%	3%	4%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2024	35%	18%	22%	17%	20%	32%	-	*	*	9%	10%	*	22%	22%	21%	18%
	2023	37%	20%	22%	19%	18%	31%	-	*	-	24%	13%	*	25%	15%	19%	20%
Reading and Mathematics Including EOC	2024	36%	18%	22%	17%	20%	32%	-	*	*	9%	10%	*	22%	22%	21%	18%
	2023	38%	20%	22%	19%	18%	31%	-	*	-	24%	13%	*	25%	15%	19%	20%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2024	54%	37%	42%	27%	43%	58%	-	*	*	30%	14%	*	43%	40%	40%	39%
	2023	55%	35%	40%	33%	35%	54%	-	*	-	41%	17%	*	40%	41%	36%	30%
Math Including EOC	2024	40%	22%	25%	19%	23%	37%	-	*	*	13%	14%	*	26%	24%	24%	22%
	2023	43%	25%	26%	19%	22%	39%	-	*	-	29%	14%	*	30%	16%	22%	23%
8th Graders																	
Reading and Mathematics	2024	28%	14%	18%	9%	15%	31%	-	*	-	12%	12%	*	18%	18%	14%	18%
	2023	31%	15%	17%	12%	17%	22%	-	*	-	33%	15%	*	17%	18%	17%	8%
Reading and Mathematics Including EOC	2024	41%	22%	26%	14%	23%	41%	-	*	-	25%	12%	*	28%	20%	20%	26%
	2023	44%	22%	26%	16%	27%	32%	-	*	-	47%	15%	*	27%	24%	23%	14%
Reading Including EOC	2024	57%	37%	46%	34%	41%	66%	-	*	-	40%	21%	*	47%	43%	40%	39%
	2023	58%	36%	41%	30%	43%	47%	-	*	-	55%	20%	*	43%	37%	38%	33%
Math Including EOC	2024	49%	28%	31%	18%	29%	45%	-	*	-	30%	17%	*	33%	25%	26%	28%
	2023	51%	30%	34%	21%	34%	45%	-	*	-	53%	27%	*	34%	34%	31%	24%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	20%	13%	18%	32%	-	*	*	10%	11%	17%	20%	20%	18%	18%
	2023	37%	24%	20%	15%	18%	27%	-	*	-	28%	14%	*	21%	16%	18%	14%
Reading and Mathematics Including EOC	2024	38%	24%	24%	15%	22%	37%	-	*	*	16%	11%	17%	25%	21%	20%	22%
	2023	39%	25%	24%	17%	23%	32%	-	*	-	36%	14%	*	26%	19%	21%	17%
Reading Including EOC	2024	54%	39%	44%	31%	42%	62%	-	*	*	35%	17%	67%	45%	42%	40%	39%
	2023	53%	39%	41%	31%	39%	51%	-	*	-	49%	19%	*	41%	39%	37%	32%
Math Including EOC	2024	45%	29%	28%	19%	26%	41%	-	*	*	21%	15%	17%	29%	24%	25%	25%
	2023	47%	32%	30%	20%	28%	42%	-	*	-	42%	22%	*	32%	24%	27%	23%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2024	66%	53%	58%	52%	58%	65%	-	*	*	55%	43%	*	57%	62%	58%	49%
	2023	71%	56%	58%	52%	56%	64%	-	*	-	65%	32%	*	59%	55%	56%	54%
Grade 7 Mathematics	2024	49%	38%	36%	29%	34%	48%	-	-	*	35%	37%	*	35%	39%	34%	35%
	2023	56%	42%	40%	36%	35%	55%	-	*	-	36%	41%	*	41%	38%	38%	39%
Grade 8 ELA/Reading	2024	69%	63%	70%	72%	67%	78%	-	*	-	61%	50%	*	72%	63%	67%	64%
	2023	63%	49%	55%	52%	58%	52%	-	*	-	60%	44%	-	54%	58%	54%	53%
Grade 8 Mathematics	2024	66%	61%	66%	61%	67%	65%	-	*	-	70%	62%	*	66%	64%	65%	64%
	2023	74%	68%	68%	61%	70%	70%	-	*	-	76%	53%	-	67%	72%	67%	67%
End of Course Algebra I	2024	72%	59%	81%	*	76%	77%	-	*	-	*	-	-	79%	*	92%	88%
	2023	76%	76%	94%	100%	96%	93%	-	-	-	*	*	-	93%	100%	93%	100%
All Grades Both Subjects	2024	64%	55%	59%	54%	58%	66%	-	100%	*	56%	47%	67%	59%	58%	57%	54%
	2023	64%	56%	57%	52%	57%	62%	-	100%	-	61%	43%	*	57%	56%	55%	55%
All Grades ELA/Reading	2024	67%	59%	64%	62%	62%	72%	-	*	*	58%	46%	75%	65%	63%	62%	57%
	2023	63%	53%	56%	52%	57%	58%	-	*	-	62%	39%	*	56%	56%	55%	53%
All Grades Mathematics	2024	60%	50%	54%	47%	53%	60%	-	*	*	54%	48%	58%	54%	53%	52%	52%
	2023	66%	59%	58%	52%	57%	65%	-	*	-	60%	47%	*	59%	56%	55%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2024	23%	13%	13%	12%	15%	10%	-	-	-	*	14%	-	14%	9%	10%	4%
	2023	39%	23%	26%	22%	29%	26%	-	-	-	14%	12%	-	26%	24%	25%	28%
Grade 7 Mathematics	2024	14%	11%	12%	10%	13%	15%	-	-	-	0%	10%	-	11%	13%	12%	12%
	2023	22%	16%	14%	6%	17%	19%	-	-	-	20%	12%	-	15%	13%	15%	19%
Grade 8 ELA/Reading	2024	34%	36%	46%	55%	45%	33%	-	-	-	43%	24%	-	46%	47%	47%	46%
	2023	39%	35%	42%	30%	44%	53%	-	*	-	*	28%	-	43%	41%	43%	40%
Grade 8 Mathematics	2024	44%	37%	43%	37%	46%	44%	-	-	-	30%	43%	*	45%	38%	42%	37%
	2023	49%	39%	41%	37%	41%	42%	-	-	-	57%	23%	-	39%	45%	42%	38%
All Grades Both Subjects	2024	32%	28%	31%	29%	33%	29%	-	-	-	21%	23%	*	31%	29%	30%	26%
	2023	38%	32%	31%	26%	33%	34%	-	*	-	36%	19%	-	32%	30%	32%	32%
All Grades ELA/Reading	2024	30%	26%	31%	35%	30%	23%	-	-	-	27%	18%	-	31%	30%	30%	26%
	2023	35%	30%	33%	26%	35%	38%	-	*	-	30%	20%	-	34%	31%	32%	34%
All Grades Mathematics	2024	35%	29%	31%	25%	34%	32%	-	-	-	18%	27%	*	32%	28%	30%	27%
	2023	40%	33%	30%	26%	31%	32%	-	-	-	42%	18%	-	31%	28%	31%	30%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	59%	*	*	-	-	-	-	48%	-	47%	50%	79%	60%	51%	80%
	2023	76%	65%	60%	-	-	-	-	-	-	41%	-	41%	40%	64%	61%	43%	81%
At Meets Grade Level or Above	2024	48%	32%	32%	*	*	-	-	-	-	18%	-	18%	19%	43%	34%	21%	63%
	2023	49%	34%	32%	-	-	-	-	-	-	13%	-	14%	10%	33%	33%	15%	55%
At Masters Grade Level	2024	20%	10%	12%	*	*	-	-	-	-	6%	-	6%	3%	17%	12%	7%	29%
	2023	20%	11%	11%	-	-	-	-	-	-	2%	-	2%	2%	6%	12%	3%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	71%	*	*	-	-	-	-	61%	-	62%	59%	100%	72%	65%	84%
	2023	77%	67%	72%	-	-	-	-	-	-	55%	-	55%	55%	77%	73%	57%	92%
At Meets Grade Level or Above	2024	54%	39%	44%	*	*	-	-	-	-	30%	-	29%	31%	77%	45%	34%	74%
	2023	53%	38%	41%	-	-	-	-	-	-	17%	-	18%	9%	38%	42%	20%	74%
At Masters Grade Level	2024	22%	12%	19%	*	*	-	-	-	-	10%	-	11%	7%	23%	20%	11%	42%
	2023	20%	11%	15%	-	-	-	-	-	-	4%	-	4%	0%	8%	16%	4%	18%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	53%	*	*	-	-	-	-	43%	-	44%	41%	77%	53%	46%	74%
	2023	75%	65%	57%	-	-	-	-	-	-	38%	-	37%	45%	75%	58%	41%	87%
At Meets Grade Level or Above	2024	43%	27%	28%	*	*	-	-	-	-	16%	-	18%	10%	46%	29%	19%	63%
	2023	45%	31%	30%	-	-	-	-	-	-	13%	-	14%	9%	42%	31%	16%	54%
At Masters Grade Level	2024	17%	8%	8%	*	*	-	-	-	-	4%	-	5%	0%	15%	8%	5%	21%
	2023	19%	11%	12%	-	-	-	-	-	-	3%	-	2%	9%	8%	12%	3%	33%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	60%	-	-	-	-	-	-	47%	-	47%	*	88%	61%	51%	89%
	2023	77%	64%	61%	-	-	-	-	-	-	40%	-	40%	40%	*	63%	39%	72%
At Meets Grade Level or Above	2024	43%	25%	27%	-	-	-	-	-	-	8%	-	9%	*	13%	30%	9%	67%
	2023	47%	29%	31%	-	-	-	-	-	-	13%	-	11%	20%	*	32%	14%	48%
At Masters Grade Level	2024	16%	6%	9%	-	-	-	-	-	-	3%	-	3%	*	13%	9%	4%	33%
	2023	18%	8%	9%	-	-	-	-	-	-	0%	-	0%	0%	*	10%	0%	14%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	66%	47%	-	-	-	-	-	-	31%	-	30%	*	38%	49%	31%	78%
	2023	78%	65%	41%	-	-	-	-	-	-	16%	-	14%	20%	*	42%	16%	67%
At Meets Grade Level or Above	2024	51%	33%	21%	-	-	-	-	-	-	8%	-	9%	*	13%	23%	9%	33%
	2023	52%	36%	20%	-	-	-	-	-	-	4%	-	6%	0%	*	21%	4%	40%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	12%	8%	-	-	-	-	-	-	3%	-	4%	*	13%	8%	4%	11%
	2023	27%	13%	5%	-	-	-	-	-	-	0%	-	0%	0%	*	6%	0%	13%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	59%	*	*	-	-	-	-	49%	-	52%	39%	77%	60%	52%	71%
	2023	64%	56%	57%	-	-	-	-	-	-	49%	-	48%	55%	62%	58%	50%	69%
All Grades ELA/Reading	2024	67%	59%	64%	*	*	-	-	-	-	51%	-	54%	41%	81%	66%	54%	74%
	2023	63%	53%	56%	-	-	-	-	-	-	51%	-	51%	55%	50%	57%	51%	55%
All Grades Mathematics	2024	60%	50%	54%	*	*	-	-	-	-	48%	-	51%	36%	73%	54%	50%	69%
	2023	66%	59%	58%	-	-	-	-	-	-	46%	-	45%	55%	75%	58%	49%	84%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	31%	*	*	-	-	-	-	24%	-	28%	9%	*	32%	26%	*
	2023	38%	32%	31%	-	-	-	-	-	-	28%	-	26%	44%	33%	31%	29%	62%
All Grades ELA/Reading	2024	30%	26%	31%	*	*	-	-	-	-	25%	-	30%	0%	*	33%	26%	*
	2023	35%	30%	33%	-	-	-	-	-	-	33%	-	30%	50%	*	33%	33%	*
All Grades Mathematics	2024	35%	29%	31%	*	*	-	-	-	-	24%	-	25%	15%	*	32%	26%	*
	2023	40%	33%	30%	-	-	-	-	-	-	24%	-	21%	38%	*	30%	24%	64%

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	98%	98%	99%	98%	-	100%	*	97%	97%	100%	99%	98%	98%	99%
Included in Accountability	92%	93%	92%	87%	94%	92%	-	100%	*	90%	88%	90%	95%	85%	93%	94%
Not Included in Accountability: Mobile	4%	5%	6%	11%	4%	7%	-	0%	*	7%	9%	10%	4%	12%	5%	5%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	2%	2%	1%	2%	-	0%	*	3%	3%	0%	1%	2%	2%	1%
Absent	1%	2%	2%	2%	1%	2%	-	0%	*	3%	3%	0%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	98%	98%	99%	98%	-	*	*	98%	96%	100%	99%	98%	98%	99%
Included in Accountability	91%	92%	92%	88%	94%	91%	-	*	*	88%	88%	86%	95%	85%	93%	94%
Not Included in Accountability: Mobile	4%	5%	6%	9%	4%	6%	-	*	*	10%	8%	14%	3%	12%	5%	4%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	2%	2%	1%	2%	-	*	*	2%	4%	0%	1%	2%	2%	1%
Absent	1%	2%	2%	2%	1%	2%	-	*	*	2%	4%	0%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	99%	98%	-	*	*	98%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	93%	92%	89%	94%	91%	-	*	*	88%	90%	86%	95%	86%	94%	94%
Not Included in Accountability: Mobile	5%	5%	6%	11%	4%	7%	-	*	*	10%	10%	14%	4%	13%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	1%	1%	2%	-	*	*	2%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	2%	-	*	*	2%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	97%	95%	98%	99%	-	*	-	95%	92%	*	98%	97%	97%	100%
Included in Accountability	93%	92%	91%	83%	94%	93%	-	*	-	95%	83%	*	94%	85%	91%	94%
Not Included in Accountability: Mobile	4%	4%	6%	12%	4%	6%	-	*	-	0%	9%	*	3%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	1%	0%	1%
Not Tested	1%	3%	3%	5%	2%	1%	-	*	-	5%	8%	*	2%	3%	3%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
Absent	1%	3%	3%	5%	2%	1%	-	*	-	5%	8%	*	2%	3%	3%	0%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	
Social Studies																	
Assessment Participant	99%	97%	98%	96%	99%	98%	-	*	-	95%	95%	*	98%	98%	97%	99%	
Included in Accountability	94%	92%	92%	84%	94%	92%	-	*	-	95%	86%	*	95%	85%	92%	93%	
Not Included in Accountability: Mobile	4%	4%	6%	12%	4%	6%	-	*	-	0%	9%	*	3%	11%	5%	5%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	1%	0%	1%	
Not Tested	1%	3%	2%	4%	1%	2%	-	*	-	5%	5%	*	2%	2%	3%	1%	
Absent	1%	3%	2%	4%	1%	2%	-	*	-	5%	5%	*	2%	2%	3%	1%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	99%	99%	99%	99%	-	100%	-	99%	99%	100%	99%	98%	99%	98%	
Included in Accountability	93%	92%	94%	93%	94%	95%	-	100%	-	96%	92%	100%	96%	90%	94%	95%	
Not Included in Accountability: Mobile	4%	5%	4%	6%	4%	3%	-	0%	-	3%	6%	0%	3%	7%	4%	2%	
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	1%	-	0%	-	0%	1%	0%	0%	1%	1%	2%	
Not Tested	1%	2%	1%	1%	1%	1%	-	0%	-	1%	1%	0%	1%	2%	1%	2%	
Absent	1%	2%	1%	1%	1%	1%	-	0%	-	1%	1%	0%	1%	2%	1%	2%	
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	98%	99%	99%	99%	98%	-	*	-	100%	98%	*	99%	98%	98%	99%	
Included in Accountability	92%	92%	94%	93%	95%	94%	-	*	-	97%	92%	*	96%	89%	94%	95%	
Not Included in Accountability: Mobile	4%	5%	4%	6%	3%	3%	-	*	-	3%	6%	*	3%	7%	3%	2%	
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	1%	-	*	-	0%	1%	*	0%	1%	1%	2%	
Not Tested	1%	2%	1%	1%	1%	2%	-	*	-	0%	2%	*	1%	2%	2%	1%	
Absent	1%	2%	1%	1%	1%	2%	-	*	-	0%	2%	*	1%	2%	2%	1%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	98%	98%	98%	98%	99%	-	*	-	97%	99%	*	99%	98%	98%	98%	
Included in Accountability	94%	92%	94%	92%	94%	95%	-	*	-	95%	92%	*	95%	89%	94%	94%	
Not Included in Accountability: Mobile	5%	5%	4%	6%	3%	4%	-	*	-	3%	7%	*	3%	7%	4%	2%	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	1%	-	*	-	0%	1%	*	0%	1%	1%	2%
Not Tested	1%	2%	2%	2%	2%	1%	-	*	-	3%	1%	*	1%	2%	2%	2%
Absent	1%	1%	1%	2%	2%	1%	-	*	-	3%	1%	*	1%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	99%	99%	99%	99%	-	*	-	100%	100%	*	99%	99%	99%	97%
Included in Accountability	93%	92%	95%	93%	95%	97%	-	*	-	95%	94%	*	95%	93%	95%	95%
Not Included in Accountability: Mobile	4%	5%	4%	6%	4%	1%	-	*	-	5%	4%	*	3%	5%	3%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	1%	-	*	-	0%	1%	*	0%	1%	1%	1%
Not Tested	1%	2%	1%	1%	1%	1%	-	*	-	0%	0%	*	1%	1%	1%	3%
Absent	1%	2%	1%	1%	1%	0%	-	*	-	0%	0%	*	1%	1%	1%	3%
Other	0%	0%	0%	0%	0%	1%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	96%	99%	100%	100%	98%	-	*	-	100%	99%	*	99%	99%	99%	99%
Included in Accountability	94%	92%	95%	93%	95%	96%	-	*	-	95%	93%	*	96%	92%	95%	96%
Not Included in Accountability: Mobile	4%	4%	4%	7%	4%	1%	-	*	-	5%	4%	*	3%	6%	4%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	1%	-	*	-	0%	1%	*	0%	1%	1%	1%
Not Tested	1%	4%	1%	0%	0%	2%	-	*	-	0%	1%	*	1%	1%	1%	1%
Absent	1%	4%	1%	0%	0%	2%	-	*	-	0%	1%	*	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	91.0%	90.3%	91.3%	90.9%	-	*	-	91.6%	89.6%	90.4%	92.0%
2021-22	92.2%	89.6%	90.9%	90.8%	91.2%	91.3%	-	*	-	86.5%	89.1%	90.3%	91.7%
Chronic Absenteeism													
2022-23	20.3%	30.8%	33.2%	38.6%	29.9%	35.5%	-	*	-	32.6%	41.6%	35.2%	23.6%
2021-22	25.7%	35.2%	31.7%	31.3%	30.9%	32.2%	-	*	-	37.8%	39.1%	34.0%	32.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	1.0%	2.9%	0.2%	0.9%	-	*	-	0.0%	1.6%	1.1%	0.8%
2021-22	0.7%	0.6%	0.2%	0.9%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	814	100.0%	7,822	5,517,464	814	100.0%	7,874	5,531,236
Students by Grade								
Grade 7	407	50.0%	7.7%	7.3%	407	50.0%	7.7%	7.3%
Grade 8	407	50.0%	7.8%	7.5%	407	50.0%	7.8%	7.5%
Ethnic Distribution								
African American	150	18.4%	29.2%	12.8%	150	18.4%	29.2%	12.8%
Hispanic	436	53.6%	46.6%	53.2%	436	53.6%	46.7%	53.2%
White	179	22.0%	18.4%	25.0%	179	22.0%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	0.4%	0.4%	5.4%	3	0.4%	0.4%	5.4%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	45	5.5%	5.2%	3.1%	45	5.5%	5.2%	3.1%
Sex								
Female	414	50.9%	48.7%	48.9%	414	50.9%	48.7%	48.8%
Male	400	49.1%	51.3%	51.1%	400	49.1%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	666	81.8%	82.8%	62.3%	666	81.8%	82.8%	62.2%
Non-Educationally Disadvantaged	148	18.2%	17.2%	37.7%	148	18.2%	17.2%	37.8%
Section 504 Students	66	8.1%	5.1%	7.2%	66	8.1%	5.1%	7.2%
EB Students/EL	140	17.2%	13.9%	24.4%	140	17.2%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	136	14.6%	6.2%	1.9%				
Students w/ Dyslexia	58	7.1%	6.1%	6.0%	58	7.1%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	28	3.4%	3.6%	1.4%	28	3.4%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	4	0.5%	66.3%	65.7%	4	0.5%	66.4%	65.7%
Military Connected	5	0.6%	0.7%	3.9%	5	0.6%	0.7%	3.9%
At-Risk	467	57.4%	54.9%	53.2%	467	57.4%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	127	15.6%	13.8%	24.5%	127	15.6%	13.8%	24.4%
Career and Technical Education	20	2.5%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	68	8.4%	6.0%	8.5%	68	8.4%	6.0%	8.5%
Special Education	150	18.4%	20.8%	13.9%	150	18.4%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	150							

Texas Education Agency
2023-24 Student Information (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	100	66.7%	50.9%	45.7%				
Students with Physical Disabilities	5	3.3%	13.3%	18.9%				
Students with Autism	19	12.7%	17.0%	16.2%				
Students with Behavioral Disabilities	26	17.3%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	172	18.5%	24.6%	16.1%				
African American	56	6.0%	9.9%	3.4%				
Hispanic	69	7.4%	9.7%	8.5%				
White	39	4.2%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	8	0.9%	0.9%	0.5%				
Special Ed Students who are Mobile	44	23.7%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	12	9.4%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	150	19.8%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	48	11.5%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 7	0.6%	0.4%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.3%	0.4%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	21.0	15.7	16.3
Foreign Languages	27.2	24.7	18.8
Mathematics	22.7	17.7	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Science	20.3	16.9	18.5
Social Studies	22.7	18.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	81.4	100.0%	100.0%	100.0%
Professional Staff	71.3	87.6%	59.2%	63.9%
Teachers	54.2	66.7%	42.0%	48.3%
Professional Support	11.0	13.6%	12.0%	11.1%
Campus Administration (School Leadership)	6.0	7.4%	3.8%	3.3%
Educational Aides	10.1	12.4%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	3.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	35.1	43.2%	60.3%	54.4%
Teachers by Ethnicity				
African American	11.0	20.3%	32.1%	12.6%
Hispanic	10.0	18.4%	17.3%	30.1%
White	31.2	57.6%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	2.0	3.7%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	16.0	29.5%	27.5%	24.5%
Females	38.2	70.5%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.2	0.3%	2.2%	2.5%
Bachelors	40.1	73.9%	76.2%	71.7%
Masters	14.0	25.8%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	8.0	14.7%	12.5%	8.7%
1-5 Years Experience	24.0	44.2%	33.8%	27.4%
6-10 Years Experience	5.3	9.7%	19.8%	20.2%
11-20 Years Experience	12.0	22.1%	21.3%	27.1%
21-30 Years Experience	5.0	9.2%	9.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.9%	3.0%
Number of Students per Teacher	15.0	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	6.5	6.0
Average Years Experience of Principals with District	7.0	4.8	5.1
Average Years Experience of Assistant Principals	2.3	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	7.4	9.2	11.1
Average Years Experience of Teachers with District	4.4	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$61,712	\$60,927	\$54,272
1-5 Years Experience	\$61,284	\$61,873	\$58,185
6-10 Years Experience	\$63,009	\$64,029	\$61,494
11-20 Years Experience	\$65,396	\$66,521	\$65,219
21-30 Years Experience	\$68,460	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,086	\$64,166	\$62,474
Professional Support	\$75,751	\$79,083	\$73,783
Campus Administration (School Leadership)	\$83,356	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.0%
Career and Technical Education	2.3	4.2%	6.1%	5.5%
Compensatory Education	0.0	0.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	42.3	78.1%	71.2%	69.8%
Special Education	9.6	17.8%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: GILES MIDDLE

Campus Number: 084906043

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	70%	51%	48%	57%	38%	-	*	-	57%	27%	*	45%	59%	50%	54%
	2023	77%	67%	54%	50%	61%	73%	*	-	*	33%	27%	*	53%	57%	54%	68%
At Meets Grade Level or Above	2024	57%	48%	26%	24%	30%	23%	-	*	-	43%	12%	*	22%	31%	25%	21%
	2023	52%	39%	24%	16%	33%	45%	*	-	*	17%	15%	*	26%	20%	24%	32%
At Masters Grade Level	2024	26%	17%	9%	6%	15%	8%	-	*	-	0%	10%	*	9%	8%	9%	13%
	2023	22%	12%	6%	3%	9%	18%	*	-	*	0%	9%	*	7%	5%	6%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	63%	45%	42%	50%	46%	-	*	-	43%	21%	*	42%	49%	45%	42%
	2023	75%	64%	58%	53%	61%	75%	*	-	*	50%	42%	*	61%	53%	57%	50%
At Meets Grade Level or Above	2024	39%	27%	18%	20%	19%	0%	-	*	-	14%	15%	*	17%	19%	17%	8%
	2023	40%	21%	14%	13%	15%	17%	*	-	*	0%	18%	*	15%	13%	14%	14%
At Masters Grade Level	2024	14%	6%	4%	2%	8%	0%	-	*	-	0%	9%	*	3%	4%	4%	4%
	2023	16%	6%	3%	2%	4%	8%	*	-	*	0%	9%	*	4%	2%	3%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	61%	50%	45%	54%	64%	*	*	-	71%	27%	*	53%	46%	48%	45%
	2023	78%	62%	51%	43%	57%	80%	-	-	-	50%	31%	*	46%	59%	50%	61%
At Meets Grade Level or Above	2024	54%	37%	24%	22%	25%	36%	*	*	-	29%	22%	*	26%	22%	23%	17%
	2023	55%	35%	23%	19%	29%	27%	-	-	-	17%	28%	*	18%	32%	21%	29%
At Masters Grade Level	2024	29%	15%	7%	7%	3%	18%	*	*	-	14%	15%	*	8%	5%	6%	3%
	2023	27%	11%	7%	7%	5%	7%	-	-	-	17%	14%	*	4%	11%	6%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	34%	34%	30%	31%	50%	*	*	-	50%	22%	*	34%	33%	35%	21%
	2023	63%	41%	41%	35%	50%	46%	-	-	-	20%	35%	*	37%	47%	40%	58%
At Meets Grade Level or Above	2024	34%	16%	14%	13%	13%	40%	*	*	-	0%	20%	*	15%	13%	15%	4%
	2023	37%	17%	18%	18%	13%	31%	-	-	-	20%	26%	*	13%	26%	17%	13%
At Masters Grade Level	2024	11%	3%	5%	5%	2%	20%	*	*	-	0%	17%	*	3%	6%	4%	0%
	2023	11%	3%	7%	9%	2%	15%	-	-	-	0%	24%	*	4%	10%	6%	0%
Grade 8 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	81%	69%	52%	54%	48%	70%	-	-	-	44%	34%	*	52%	53%	51%	53%
	2023	83%	71%	58%	54%	69%	57%	*	-	*	57%	25%	*	58%	60%	58%	76%
At Meets Grade Level or Above	2024	56%	37%	20%	19%	15%	50%	-	-	-	22%	26%	*	18%	22%	19%	17%
	2023	58%	36%	23%	24%	17%	21%	*	-	*	29%	25%	*	23%	22%	22%	24%
At Masters Grade Level	2024	29%	15%	6%	8%	2%	10%	-	-	-	11%	20%	*	7%	4%	6%	0%
	2023	28%	14%	10%	12%	5%	7%	*	-	*	14%	21%	*	13%	6%	9%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	58%	53%	50%	57%	50%	-	-	-	55%	33%	*	52%	54%	52%	69%
	2023	76%	63%	61%	59%	61%	67%	*	-	*	86%	40%	*	55%	68%	58%	65%
At Meets Grade Level or Above	2024	43%	26%	20%	22%	18%	25%	-	-	-	18%	19%	*	20%	21%	20%	19%
	2023	46%	29%	20%	20%	17%	27%	*	-	*	29%	24%	*	19%	22%	18%	15%
At Masters Grade Level	2024	16%	7%	7%	8%	4%	13%	-	-	-	9%	19%	*	7%	6%	7%	3%
	2023	17%	10%	6%	8%	0%	7%	*	-	*	14%	20%	*	8%	4%	6%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	52%	38%	33%	40%	70%	-	-	-	40%	27%	*	36%	42%	35%	50%
	2023	74%	56%	48%	43%	55%	47%	*	-	*	71%	32%	*	46%	51%	46%	43%
At Meets Grade Level or Above	2024	44%	22%	12%	14%	7%	20%	-	-	-	10%	19%	*	13%	9%	10%	3%
	2023	47%	28%	20%	20%	17%	20%	*	-	*	29%	28%	*	24%	15%	18%	14%
At Masters Grade Level	2024	17%	8%	6%	9%	2%	10%	-	-	-	10%	19%	*	7%	5%	6%	0%
	2023	17%	8%	6%	4%	2%	13%	*	-	*	29%	20%	*	8%	3%	6%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	41%	31%	27%	29%	70%	-	-	-	30%	27%	*	30%	32%	28%	40%
	2023	62%	37%	32%	33%	30%	27%	*	-	*	43%	25%	*	38%	24%	31%	29%
At Meets Grade Level or Above	2024	33%	16%	8%	10%	2%	30%	-	-	-	10%	19%	*	8%	9%	8%	0%
	2023	33%	16%	8%	8%	8%	7%	*	-	*	14%	25%	*	11%	5%	8%	5%
At Masters Grade Level	2024	17%	7%	4%	6%	0%	20%	-	-	-	0%	14%	*	4%	5%	5%	0%
	2023	16%	5%	5%	5%	3%	7%	*	-	*	14%	21%	*	6%	3%	6%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	60%	94%	88%	100%	*	-	-	-	-	-	-	100%	80%	100%	*
	2023	79%	68%	100%	100%	100%	*	-	-	-	*	-	-	100%	*	100%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	20%	88%	88%	100%	*	-	-	-	-	-	-	100%	60%	92%	*
	2023	43%	31%	53%	56%	50%	*	-	-	-	*	-	-	57%	*	57%	*
At Masters Grade Level	2024	24%	9%	38%	63%	20%	*	-	-	-	-	-	-	36%	40%	42%	*
	2023	23%	16%	29%	22%	33%	*	-	-	-	*	-	-	36%	*	29%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	45%	42%	47%	58%	*	*	-	48%	27%	25%	44%	47%	44%	48%
	2023	76%	65%	51%	47%	57%	59%	63%	-	33%	54%	32%	25%	50%	53%	50%	57%
At Meets Grade Level or Above	2024	48%	32%	19%	19%	17%	28%	*	*	-	18%	19%	6%	19%	19%	18%	12%
	2023	49%	34%	19%	18%	20%	23%	50%	-	17%	21%	24%	19%	19%	19%	18%	19%
At Masters Grade Level	2024	20%	10%	6%	7%	4%	11%	*	*	-	6%	15%	0%	7%	6%	6%	3%
	2023	20%	11%	7%	6%	4%	10%	25%	-	0%	13%	17%	0%	7%	5%	6%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	51%	49%	53%	56%	*	*	-	57%	29%	29%	50%	53%	50%	51%
	2023	77%	67%	55%	49%	62%	70%	*	-	*	47%	28%	17%	52%	59%	54%	68%
At Meets Grade Level or Above	2024	54%	39%	23%	21%	23%	35%	*	*	-	30%	19%	14%	22%	25%	23%	18%
	2023	53%	38%	23%	20%	27%	30%	*	-	*	21%	23%	17%	22%	25%	22%	28%
At Masters Grade Level	2024	22%	12%	7%	7%	6%	12%	*	*	-	9%	14%	0%	8%	6%	7%	5%
	2023	20%	11%	8%	7%	6%	10%	*	-	*	11%	14%	0%	8%	7%	7%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	46%	42%	48%	53%	*	*	-	50%	25%	29%	45%	46%	46%	48%
	2023	75%	65%	55%	51%	59%	63%	*	-	*	58%	39%	17%	53%	57%	53%	60%
At Meets Grade Level or Above	2024	43%	27%	20%	21%	19%	24%	*	*	-	13%	18%	0%	21%	19%	19%	14%
	2023	45%	31%	19%	18%	16%	24%	*	-	*	21%	23%	17%	17%	21%	18%	16%
At Masters Grade Level	2024	17%	8%	6%	7%	5%	9%	*	*	-	4%	15%	0%	6%	6%	6%	4%
	2023	19%	11%	6%	7%	3%	10%	*	-	*	11%	17%	0%	7%	5%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	38%	33%	40%	70%	-	-	-	40%	27%	*	36%	42%	35%	50%
	2023	77%	64%	48%	43%	55%	47%	*	-	*	71%	32%	*	46%	51%	46%	43%
At Meets Grade Level or Above	2024	43%	25%	12%	14%	7%	20%	-	-	-	10%	19%	*	13%	9%	10%	3%
	2023	47%	29%	20%	20%	17%	20%	*	-	*	29%	28%	*	24%	15%	18%	14%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	6%	6%	9%	2%	10%	-	-	-	10%	19%	*	7%	5%	6%	0%
	2023	18%	8%	6%	4%	2%	13%	*	-	*	29%	20%	*	8%	3%	6%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	66%	31%	27%	29%	70%	-	-	-	30%	27%	*	30%	32%	28%	40%
	2023	78%	65%	32%	33%	30%	27%	*	-	*	43%	25%	*	38%	24%	31%	29%
At Meets Grade Level or Above	2024	51%	33%	8%	10%	2%	30%	-	-	-	10%	19%	*	8%	9%	8%	0%
	2023	52%	36%	8%	8%	8%	7%	*	-	*	14%	25%	*	11%	5%	8%	5%
At Masters Grade Level	2024	27%	12%	4%	6%	0%	20%	-	-	-	0%	14%	*	4%	5%	5%	0%
	2023	27%	13%	5%	5%	3%	7%	*	-	*	14%	21%	*	6%	3%	6%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	24%	14%	14%	17%	0%	-	*	-	14%	11%	*	13%	16%	13%	8%
	2023	35%	18%	11%	9%	15%	18%	*	-	*	0%	15%	*	12%	10%	11%	14%
Reading and Mathematics Including EOC	2024	36%	24%	14%	14%	17%	0%	-	*	-	14%	11%	*	13%	16%	13%	8%
	2023	35%	18%	11%	9%	15%	18%	*	-	*	0%	15%	*	12%	10%	11%	14%
Reading Including EOC	2024	57%	48%	26%	24%	30%	23%	-	*	-	43%	12%	*	22%	31%	25%	21%
	2023	52%	39%	24%	16%	33%	45%	*	-	*	17%	15%	*	26%	20%	24%	32%
Math Including EOC	2024	40%	27%	18%	20%	19%	0%	-	*	-	14%	15%	*	17%	19%	17%	8%
	2023	40%	21%	14%	13%	15%	17%	*	-	*	0%	18%	*	15%	13%	14%	14%
7th Graders																	
Reading and Mathematics	2024	35%	18%	10%	10%	10%	18%	*	*	-	14%	20%	*	12%	8%	10%	7%
	2023	37%	20%	14%	16%	11%	20%	-	-	-	17%	26%	*	9%	23%	13%	11%
Reading and Mathematics Including EOC	2024	36%	18%	10%	10%	10%	18%	*	*	-	14%	20%	*	12%	8%	10%	7%
	2023	38%	20%	14%	16%	11%	20%	-	-	-	17%	26%	*	9%	23%	13%	11%
Reading Including EOC	2024	54%	37%	24%	22%	25%	36%	*	*	-	29%	22%	*	26%	22%	23%	17%
	2023	55%	35%	23%	19%	29%	27%	-	-	-	17%	28%	*	18%	32%	21%	29%
Math Including EOC	2024	40%	22%	17%	15%	17%	36%	*	*	-	14%	20%	*	20%	13%	18%	10%
	2023	43%	25%	22%	23%	16%	33%	-	-	-	33%	29%	*	15%	32%	20%	19%
8th Graders																	
Reading and Mathematics	2024	28%	14%	7%	10%	2%	14%	-	-	-	11%	20%	*	7%	8%	8%	4%
	2023	31%	15%	9%	11%	3%	15%	*	-	*	0%	21%	*	10%	8%	9%	0%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	41%	22%	14%	15%	9%	30%	-	-	-	11%	20%	*	14%	13%	13%	13%
	2023	44%	22%	13%	14%	7%	14%	*	-	*	14%	21%	*	16%	7%	13%	10%
Reading Including EOC	2024	57%	37%	20%	19%	15%	50%	-	-	-	22%	26%	*	18%	22%	19%	17%
	2023	58%	36%	23%	24%	17%	21%	*	-	*	29%	25%	*	23%	22%	22%	24%
Math Including EOC	2024	49%	28%	25%	27%	21%	40%	-	-	-	10%	19%	*	24%	25%	23%	23%
	2023	51%	30%	20%	19%	19%	21%	*	-	*	29%	21%	*	23%	16%	19%	14%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	11%	11%	10%	10%	*	*	-	13%	16%	0%	11%	11%	10%	6%
	2023	37%	24%	12%	12%	10%	18%	*	-	*	6%	21%	17%	10%	14%	11%	9%
Reading and Mathematics Including EOC	2024	38%	24%	13%	13%	12%	15%	*	*	-	13%	16%	0%	13%	12%	12%	10%
	2023	39%	25%	13%	13%	11%	18%	*	-	*	11%	21%	17%	12%	13%	12%	11%
Reading Including EOC	2024	54%	39%	23%	21%	23%	35%	*	*	-	30%	19%	14%	22%	25%	23%	18%
	2023	53%	39%	23%	20%	27%	30%	*	-	*	21%	23%	17%	22%	25%	22%	28%
Math Including EOC	2024	45%	29%	20%	21%	19%	24%	*	*	-	13%	18%	0%	21%	19%	19%	14%
	2023	47%	32%	19%	18%	16%	24%	*	-	*	21%	23%	17%	17%	21%	18%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	60%	40%	39%	44%	35%	-	-	-	36%	34%	*	37%	46%	38%	43%
	2023	51%	44%	32%	28%	35%	50%	*	-	*	17%	27%	*	32%	31%	32%	41%
Grade 6 Mathematics	2024	48%	39%	33%	39%	26%	19%	-	-	-	36%	36%	*	27%	40%	31%	20%
	2023	54%	44%	46%	47%	44%	46%	*	-	*	33%	67%	*	48%	42%	45%	50%
Grade 7 ELA/Reading	2024	66%	53%	42%	44%	44%	22%	*	-	-	36%	28%	*	45%	39%	40%	32%
	2023	71%	56%	51%	50%	51%	54%	-	-	-	67%	38%	*	46%	59%	51%	57%
Grade 7 Mathematics	2024	49%	38%	41%	43%	37%	50%	*	-	-	50%	42%	*	41%	43%	43%	30%
	2023	56%	42%	47%	44%	50%	59%	-	-	-	30%	58%	*	45%	51%	48%	56%
Grade 8 ELA/Reading	2024	69%	63%	47%	49%	39%	55%	-	-	-	67%	44%	*	46%	48%	47%	40%
	2023	63%	49%	31%	34%	29%	12%	*	-	*	60%	25%	*	30%	34%	32%	38%
Grade 8 Mathematics	2024	66%	61%	55%	56%	57%	44%	-	-	-	45%	54%	*	56%	54%	56%	52%
	2023	74%	68%	67%	66%	63%	79%	*	-	*	90%	64%	*	65%	70%	67%	68%
End of Course Algebra I	2024	72%	59%	88%	88%	100%	*	-	-	-	-	-	-	100%	60%	92%	*
	2023	76%	76%	56%	61%	50%	*	-	-	-	*	-	-	68%	*	57%	*
All Grades Both Subjects	2024	64%	55%	44%	46%	42%	38%	*	-	-	46%	39%	36%	43%	45%	43%	38%
	2023	64%	56%	46%	45%	45%	49%	75%	-	*	50%	46%	29%	45%	48%	46%	52%
All Grades ELA/Reading	2024	67%	59%	43%	44%	43%	38%	*	-	-	48%	35%	14%	43%	44%	42%	38%
	2023	63%	53%	38%	37%	39%	38%	*	-	*	47%	31%	17%	36%	42%	39%	46%
All Grades Mathematics	2024	60%	50%	44%	47%	42%	38%	*	-	-	43%	43%	57%	44%	45%	45%	38%
	2023	66%	59%	53%	53%	51%	61%	*	-	*	53%	63%	42%	53%	54%	53%	59%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	26%	7%	3%	9%	*	-	-	-	*	12%	*	5%	10%	7%	9%
	2023	26%	23%	12%	14%	6%	*	*	-	-	*	15%	*	17%	0%	12%	17%
Grade 6 Mathematics	2024	27%	16%	5%	6%	0%	*	-	-	-	*	0%	*	3%	8%	6%	0%
	2023	35%	30%	29%	29%	28%	40%	*	-	-	*	20%	*	27%	32%	26%	20%
Grade 7 ELA/Reading	2024	23%	13%	15%	16%	16%	*	*	-	-	*	11%	*	19%	8%	12%	9%
	2023	39%	23%	20%	16%	23%	*	-	-	-	*	5%	*	17%	27%	21%	33%
Grade 7 Mathematics	2024	14%	11%	11%	13%	10%	*	-	-	-	*	4%	*	13%	9%	13%	7%
	2023	22%	16%	18%	12%	26%	17%	-	-	-	*	14%	*	21%	11%	18%	36%
Grade 8 ELA/Reading	2024	34%	36%	20%	23%	15%	*	-	-	-	17%	9%	*	18%	23%	20%	33%
	2023	39%	35%	13%	16%	13%	*	-	-	*	*	0%	-	7%	24%	15%	*
Grade 8 Mathematics	2024	44%	37%	29%	30%	31%	*	-	-	-	33%	8%	*	30%	28%	30%	42%
	2023	49%	39%	37%	38%	30%	38%	-	-	*	*	8%	*	31%	45%	36%	42%
End of Course Algebra I	2024	55%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2023	58%	45%	*	*	-	-	-	-	-	-	-	-	*	-	*	-
All Grades Both Subjects	2024	32%	28%	15%	16%	14%	13%	*	-	-	18%	7%	9%	16%	14%	16%	17%
	2023	38%	32%	23%	22%	23%	27%	*	-	*	38%	11%	0%	21%	25%	22%	30%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades ELA/Reading	2024	30%	26%	14%	15%	14%	17%	*	-	-	11%	11%	0%	15%	14%	13%	18%
	2023	35%	30%	16%	15%	17%	18%	*	-	*	25%	7%	*	15%	19%	17%	25%
All Grades Mathematics	2024	35%	29%	16%	17%	15%	10%	-	-	-	25%	4%	17%	18%	14%	18%	17%
	2023	40%	33%	28%	27%	28%	32%	*	-	*	60%	15%	0%	27%	30%	27%	33%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	45%	-	-	-	-	-	-	45%	33%	45%	46%	*	44%	45%	83%
	2023	76%	65%	51%	-	-	-	-	-	-	54%	58%	83%	52%	83%	50%	55%	100%
At Meets Grade Level or Above	2024	48%	32%	19%	-	-	-	-	-	-	11%	0%	11%	13%	*	20%	12%	22%
	2023	49%	34%	19%	-	-	-	-	-	-	17%	8%	0%	19%	17%	19%	17%	36%
At Masters Grade Level	2024	20%	10%	6%	-	-	-	-	-	-	3%	0%	4%	3%	*	7%	3%	0%
	2023	20%	11%	7%	-	-	-	-	-	-	5%	0%	0%	6%	0%	7%	5%	7%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	51%	-	-	-	-	-	-	46%	33%	47%	50%	*	51%	47%	100%
	2023	77%	67%	55%	-	-	-	-	-	-	65%	67%	*	64%	*	52%	65%	100%
At Meets Grade Level or Above	2024	54%	39%	23%	-	-	-	-	-	-	16%	0%	17%	25%	*	25%	17%	40%
	2023	53%	38%	23%	-	-	-	-	-	-	27%	17%	*	29%	*	22%	27%	33%
At Masters Grade Level	2024	22%	12%	7%	-	-	-	-	-	-	5%	0%	6%	3%	*	8%	5%	0%
	2023	20%	11%	8%	-	-	-	-	-	-	6%	0%	*	7%	*	8%	6%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	46%	-	-	-	-	-	-	46%	33%	47%	50%	*	45%	46%	80%
	2023	75%	65%	55%	-	-	-	-	-	-	55%	50%	*	54%	*	54%	57%	100%
At Meets Grade Level or Above	2024	43%	27%	20%	-	-	-	-	-	-	13%	0%	14%	17%	*	21%	14%	20%
	2023	45%	31%	19%	-	-	-	-	-	-	13%	0%	*	15%	*	19%	12%	50%
At Masters Grade Level	2024	17%	8%	6%	-	-	-	-	-	-	4%	0%	4%	6%	*	7%	4%	0%
	2023	19%	11%	6%	-	-	-	-	-	-	5%	0%	*	6%	*	6%	5%	0%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	38%	-	-	-	-	-	-	50%	-	50%	48%	-	36%	50%	*
	2023	77%	64%	48%	-	-	-	-	-	-	43%	-	*	40%	-	48%	43%	*
At Meets Grade Level or Above	2024	43%	25%	12%	-	-	-	-	-	-	0%	-	0%	0%	-	13%	0%	*
	2023	47%	29%	20%	-	-	-	-	-	-	14%	-	*	15%	-	21%	14%	*
At Masters Grade Level	2024	16%	6%	6%	-	-	-	-	-	-	0%	-	0%	0%	-	8%	0%	*
	2023	18%	8%	6%	-	-	-	-	-	-	5%	-	*	5%	-	6%	5%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	66%	31%	-	-	-	-	-	-	31%	-	31%	33%	-	29%	31%	*
	2023	78%	65%	32%	-	-	-	-	-	-	29%	-	*	30%	-	32%	29%	*
At Meets Grade Level or Above	2024	51%	33%	8%	-	-	-	-	-	-	0%	-	0%	0%	-	10%	0%	*
	2023	52%	36%	8%	-	-	-	-	-	-	5%	-	*	5%	-	9%	5%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	12%	4%	-	-	-	-	-	-	0%	-	0%	0%	-	6%	0%	*
	2023	27%	13%	5%	-	-	-	-	-	-	5%	-	*	5%	-	5%	5%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	44%	-	-	-	-	-	-	37%	25%	38%	43%	*	45%	38%	45%
	2023	64%	56%	46%	-	-	-	-	-	-	52%	38%	*	54%	25%	45%	51%	71%
All Grades ELA/Reading	2024	67%	59%	43%	-	-	-	-	-	-	36%	20%	37%	40%	*	44%	38%	50%
	2023	63%	53%	38%	-	-	-	-	-	-	46%	33%	*	46%	*	37%	45%	67%
All Grades Mathematics	2024	60%	50%	44%	-	-	-	-	-	-	38%	30%	38%	46%	*	46%	38%	40%
	2023	66%	59%	53%	-	-	-	-	-	-	59%	42%	*	62%	*	52%	58%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	15%	-	-	-	-	-	-	16%	0%	18%	24%	*	15%	17%	-
	2023	38%	32%	23%	-	-	-	-	-	-	29%	*	*	27%	-	21%	29%	*
All Grades ELA/Reading	2024	30%	26%	14%	-	-	-	-	-	-	15%	*	17%	21%	*	14%	18%	-
	2023	35%	30%	16%	-	-	-	-	-	-	22%	*	*	19%	-	15%	22%	*
All Grades Mathematics	2024	35%	29%	16%	-	-	-	-	-	-	17%	*	19%	26%	-	16%	17%	-
	2023	40%	33%	28%	-	-	-	-	-	-	33%	*	-	32%	-	27%	33%	*

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	*	-	99%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	87%	88%	85%	85%	*	*	-	86%	89%	100%	94%	78%	93%	86%
Not Included in Accountability: Mobile	4%	5%	13%	12%	13%	15%	*	*	-	13%	9%	0%	6%	21%	7%	13%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	2%	1%	0%	1%	0%	*	*	-	1%	1%	0%	0%	1%	0%	0%
Absent	1%	2%	1%	0%	1%	0%	*	*	-	1%	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	99%	99%	100%	*	*	-	96%	99%	100%	100%	98%	100%	100%
Included in Accountability	91%	92%	87%	89%	87%	85%	*	*	-	82%	89%	100%	93%	80%	93%	86%
Not Included in Accountability: Mobile	4%	5%	12%	11%	12%	15%	*	*	-	14%	9%	0%	6%	19%	6%	13%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	1%	0%	*	*	-	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	2%	1%	1%	1%	0%	*	*	-	4%	1%	0%	0%	2%	0%	0%
Absent	1%	2%	1%	1%	1%	0%	*	*	-	4%	1%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	98%	100%	*	*	-	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	93%	87%	88%	85%	85%	*	*	-	86%	89%	100%	93%	79%	93%	86%
Not Included in Accountability: Mobile	5%	5%	12%	11%	13%	15%	*	*	-	14%	9%	0%	6%	20%	6%	13%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	*	-	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	0%	2%	0%	*	*	-	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	0%	2%	0%	*	*	-	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	85%	86%	83%	83%	-	-	-	91%	90%	*	94%	73%	91%	86%
Not Included in Accountability: Mobile	4%	4%	15%	14%	17%	17%	-	-	-	9%	10%	*	6%	27%	9%	14%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	3%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
Absent	1%	3%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%	
Social Studies																	
Assessment Participant	99%	97%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%	
Included in Accountability	94%	92%	85%	86%	83%	83%	-	-	-	91%	90%	*	94%	73%	91%	86%	
Not Included in Accountability: Mobile	4%	4%	15%	14%	17%	17%	-	-	-	9%	10%	*	6%	27%	9%	14%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%	
Not Tested	1%	3%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%	
Absent	1%	3%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	99%	99%	99%	96%	100%	-	100%	100%	96%	90%	99%	98%	99%	100%	
Included in Accountability	93%	92%	87%	87%	86%	85%	67%	-	100%	96%	82%	80%	90%	82%	89%	89%	
Not Included in Accountability: Mobile	4%	5%	11%	12%	11%	11%	33%	-	0%	4%	13%	10%	8%	16%	9%	8%	
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%	0%	1%	0%	3%	
Not Tested	1%	2%	1%	1%	1%	4%	0%	-	0%	0%	4%	10%	1%	2%	1%	0%	
Absent	1%	2%	1%	1%	0%	4%	0%	-	0%	0%	4%	10%	1%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	98%	99%	99%	99%	94%	*	-	*	100%	96%	88%	99%	98%	99%	100%	
Included in Accountability	92%	92%	87%	87%	88%	83%	*	-	*	95%	84%	75%	91%	83%	90%	89%	
Not Included in Accountability: Mobile	4%	5%	11%	11%	10%	10%	*	-	*	5%	12%	13%	8%	14%	9%	8%	
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	*	-	*	0%	1%	0%	0%	1%	0%	4%	
Not Tested	1%	2%	1%	1%	1%	6%	*	-	*	0%	4%	13%	1%	2%	1%	0%	
Absent	1%	2%	1%	1%	0%	6%	*	-	*	0%	4%	13%	1%	1%	1%	0%	
Other	0%	0%	0%	0%	1%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	98%	99%	99%	99%	96%	*	-	*	100%	96%	88%	99%	99%	99%	99%	
Included in Accountability	94%	92%	87%	87%	87%	85%	*	-	*	95%	83%	75%	90%	83%	90%	88%	
Not Included in Accountability: Mobile	5%	5%	11%	12%	11%	10%	*	-	*	5%	13%	13%	9%	15%	9%	8%	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	-	*	0%	1%	0%	0%	1%	0%	4%
Not Tested	1%	2%	1%	1%	1%	4%	*	-	*	0%	4%	13%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	4%	*	-	*	0%	4%	13%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	98%	96%	100%	100%	*	-	*	100%	97%	*	98%	98%	98%	100%
Included in Accountability	93%	92%	85%	85%	86%	88%	*	-	*	100%	81%	*	90%	80%	88%	91%
Not Included in Accountability: Mobile	4%	5%	12%	12%	14%	12%	*	-	*	0%	16%	*	8%	18%	10%	9%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	2%	4%	0%	0%	*	-	*	0%	3%	*	2%	2%	2%	0%
Absent	1%	2%	2%	4%	0%	0%	*	-	*	0%	3%	*	2%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	96%	98%	99%	96%	100%	*	-	*	100%	94%	*	99%	98%	98%	100%
Included in Accountability	94%	92%	85%	86%	82%	88%	*	-	*	100%	77%	*	91%	79%	88%	91%
Not Included in Accountability: Mobile	4%	4%	13%	13%	14%	12%	*	-	*	0%	16%	*	8%	19%	10%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	4%	2%	1%	4%	0%	*	-	*	0%	6%	*	1%	2%	2%	0%
Absent	1%	4%	1%	1%	2%	0%	*	-	*	0%	3%	*	1%	1%	1%	0%
Other	0%	0%	1%	0%	2%	0%	*	-	*	0%	3%	*	0%	1%	1%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	91.0%	90.4%	92.8%	87.1%	*	-	*	91.5%	88.5%	90.9%	93.5%
2021-22	92.2%	89.6%	88.7%	88.7%	89.4%	85.4%	*	*	*	90.2%	85.6%	88.8%	91.2%
Chronic Absenteeism													
2022-23	20.3%	30.8%	32.2%	33.6%	28.4%	42.3%	*	-	*	26.9%	45.2%	32.3%	17.7%
2021-22	25.7%	35.2%	44.2%	43.9%	42.7%	53.8%	*	*	*	47.1%	60.3%	44.7%	31.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	2.4%	2.1%	0.8%	9.8%	*	-	*	0.0%	3.7%	2.7%	0.0%
2021-22	0.7%	0.6%	1.5%	0.9%	1.7%	5.6%	*	*	*	0.0%	2.8%	1.4%	1.9%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	536	100.0%	7,822	5,517,464	536	100.0%	7,874	5,531,236
Students by Grade								
Grade 6	180	33.6%	7.4%	7.3%	180	33.6%	7.3%	7.2%
Grade 7	179	33.4%	7.7%	7.3%	179	33.4%	7.7%	7.3%
Grade 8	177	33.0%	7.8%	7.5%	177	33.0%	7.8%	7.5%
Ethnic Distribution								
African American	274	51.1%	29.2%	12.8%	274	51.1%	29.2%	12.8%
Hispanic	188	35.1%	46.6%	53.2%	188	35.1%	46.7%	53.2%
White	42	7.8%	18.4%	25.0%	42	7.8%	18.4%	25.0%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	2	0.4%	0.4%	5.4%	2	0.4%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	28	5.2%	5.2%	3.1%	28	5.2%	5.2%	3.1%
Sex								
Female	272	50.7%	48.7%	48.9%	272	50.7%	48.7%	48.8%
Male	264	49.3%	51.3%	51.1%	264	49.3%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	479	89.4%	82.8%	62.3%	479	89.4%	82.8%	62.2%
Non-Educationally Disadvantaged	57	10.6%	17.2%	37.7%	57	10.6%	17.2%	37.8%
Section 504 Students	28	5.2%	5.1%	7.2%	28	5.2%	5.1%	7.2%
EB Students/EL	80	14.9%	13.9%	24.4%	80	14.9%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	64	10.3%	6.2%	1.9%				
Students w/ Dyslexia	30	5.6%	6.1%	6.0%	30	5.6%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	16	3.0%	3.6%	1.4%	16	3.0%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	536	100.0%	66.3%	65.7%	536	100.0%	66.4%	65.7%
Military Connected	6	1.1%	0.7%	3.9%	6	1.1%	0.7%	3.9%
At-Risk	364	67.9%	54.9%	53.2%	364	67.9%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	76	14.2%	13.8%	24.5%	76	14.2%	13.8%	24.4%
Career and Technical Education	8	1.5%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	16	3.0%	6.0%	8.5%	16	3.0%	6.0%	8.5%
Special Education	133	24.8%	20.8%	13.9%	133	24.8%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students with Disabilities	133							
Students with Intellectual Disabilities	86	64.7%	50.9%	45.7%				
Students with Physical Disabilities	*	*	13.3%	18.9%				
Students with Autism	**	**	17.0%	16.2%				
Students with Behavioral Disabilities	38	28.6%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	161	25.9%	24.6%	16.1%				
African American	91	14.7%	9.9%	3.4%				
Hispanic	47	7.6%	9.7%	8.5%				
White	14	2.3%	3.9%	3.1%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.2%	0.0%	0.0%				
Two or More Races	7	1.1%	0.9%	0.5%				
Special Ed Students who are Mobile	38	29.5%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	11	13.9%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	138	24.4%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	75	20.5%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.4%	0.5%	0.0%	0.0%	0.4%
Grade 8	0.7%	0.4%	0.4%	0.0%	0.0%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	13.8	21.2	19.2
Secondary			
English/Language Arts	12.8	15.7	16.3
Foreign Languages	22.4	24.7	18.8
Mathematics	12.4	17.7	17.5
Science	13.1	16.9	18.5
Social Studies	15.2	18.8	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	60.1	100.0%	100.0%	100.0%
Professional Staff	53.8	89.5%	59.2%	63.9%
Teachers	43.0	71.5%	42.0%	48.3%
Professional Support	6.9	11.5%	12.0%	11.1%
Campus Administration (School Leadership)	3.9	6.5%	3.8%	3.3%
Educational Aides	6.3	10.5%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	1.0	n/a	1.0	1,172.0
Total Minority Staff	48.6	80.8%	60.3%	54.4%
Teachers by Ethnicity				
African American	27.8	64.6%	32.1%	12.6%
Hispanic	5.8	13.4%	17.3%	30.1%
White	7.5	17.3%	48.1%	53.4%
American Indian	2.0	4.6%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	15.5	36.0%	27.5%	24.5%
Females	27.5	64.0%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	34.1	79.2%	76.2%	71.7%
Masters	7.0	16.2%	20.7%	24.9%
Doctorate	2.0	4.6%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	7.0%	12.5%	8.7%
1-5 Years Experience	17.5	40.7%	33.8%	27.4%
6-10 Years Experience	6.1	14.2%	19.8%	20.2%
11-20 Years Experience	9.2	21.4%	21.3%	27.1%
21-30 Years Experience	5.8	13.4%	9.8%	13.7%
Over 30 Years Experience	1.5	3.4%	2.9%	3.0%
Number of Students per Teacher	12.5	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	6.5	6.0
Average Years Experience of Principals with District	4.0	4.8	5.1
Average Years Experience of Assistant Principals	2.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	10.3	9.2	11.1
Average Years Experience of Teachers with District	2.7	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$60,500	\$60,927	\$54,272
1-5 Years Experience	\$63,619	\$61,873	\$58,185
6-10 Years Experience	\$62,979	\$64,029	\$61,494
11-20 Years Experience	\$67,361	\$66,521	\$65,219
21-30 Years Experience	\$74,206	\$70,632	\$69,723
Over 30 Years Experience	\$60,500	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$65,423	\$64,166	\$62,474
Professional Support	\$73,748	\$79,083	\$73,783
Campus Administration (School Leadership)	\$89,808	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.0%
Career and Technical Education	0.6	1.4%	6.1%	5.5%
Compensatory Education	1.3	3.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	34.8	80.9%	71.2%	69.8%
Special Education	6.3	14.6%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
GILES MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: FRY INT

Campus Number: 084906101

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading																	
At Approaches Grade Level or Above	2024	79%	67%	71%	59%	68%	85%	-	*	-	78%	44%	67%	72%	70%	67%	67%
	2023	81%	73%	78%	56%	79%	86%	*	*	-	94%	53%	100%	83%	63%	76%	85%
At Meets Grade Level or Above	2024	55%	38%	41%	21%	38%	59%	-	*	-	61%	19%	25%	45%	34%	37%	41%
	2023	57%	45%	51%	36%	51%	54%	*	*	-	71%	20%	43%	54%	40%	47%	58%
At Masters Grade Level	2024	29%	14%	17%	3%	15%	25%	-	*	-	39%	1%	8%	18%	14%	15%	15%
	2023	28%	18%	21%	11%	21%	24%	*	*	-	35%	7%	14%	23%	16%	19%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	65%	72%	62%	68%	84%	-	*	-	89%	51%	83%	73%	71%	70%	64%
	2023	80%	76%	80%	70%	81%	81%	*	*	-	100%	56%	100%	84%	66%	77%	86%
At Meets Grade Level or Above	2024	50%	32%	37%	20%	33%	58%	-	*	-	47%	23%	42%	39%	32%	33%	29%
	2023	51%	43%	46%	27%	53%	45%	*	*	-	41%	24%	71%	51%	31%	43%	66%
At Masters Grade Level	2024	19%	9%	12%	5%	10%	19%	-	*	-	11%	7%	8%	14%	7%	9%	12%
	2023	21%	13%	16%	6%	15%	22%	*	*	-	18%	6%	29%	16%	16%	14%	22%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	41%	22%	36%	62%	-	*	-	63%	26%	50%	41%	41%	38%	33%
	2023	65%	50%	55%	34%	53%	70%	*	*	-	53%	39%	71%	59%	43%	52%	53%
At Meets Grade Level or Above	2024	28%	12%	14%	3%	12%	24%	-	*	-	21%	11%	8%	16%	9%	13%	14%
	2023	36%	20%	23%	6%	22%	34%	*	*	-	29%	18%	14%	25%	17%	21%	22%
At Masters Grade Level	2024	11%	4%	4%	0%	3%	6%	-	*	-	11%	4%	0%	5%	1%	4%	6%
	2023	16%	8%	9%	2%	10%	14%	*	*	-	6%	7%	14%	9%	10%	9%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	70%	79%	66%	80%	83%	*	*	-	90%	54%	100%	83%	67%	77%	86%
	2023	77%	67%	72%	65%	71%	80%	-	*	-	78%	44%	*	73%	71%	71%	71%
At Meets Grade Level or Above	2024	57%	48%	58%	48%	56%	63%	*	*	-	75%	29%	83%	63%	41%	53%	59%
	2023	52%	39%	45%	37%	47%	55%	-	*	-	22%	21%	*	47%	40%	44%	48%
At Masters Grade Level	2024	26%	17%	21%	11%	19%	26%	*	*	-	30%	5%	17%	23%	16%	16%	18%
	2023	22%	12%	15%	10%	16%	19%	-	*	-	0%	7%	*	14%	16%	14%	16%
Grade 6 Mathematics																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	72%	63%	71%	61%	70%	75%	*	*	-	85%	51%	83%	75%	57%	68%	79%
	2023	75%	64%	67%	54%	70%	73%	-	*	-	59%	48%	*	68%	64%	64%	67%
At Meets Grade Level or Above	2024	39%	27%	31%	15%	34%	35%	*	*	-	35%	17%	50%	35%	20%	28%	36%
	2023	40%	21%	23%	21%	23%	28%	-	*	-	14%	17%	*	24%	22%	21%	21%
At Masters Grade Level	2024	14%	6%	6%	2%	6%	12%	*	*	-	5%	4%	0%	7%	6%	5%	6%
	2023	16%	6%	7%	4%	8%	8%	-	*	-	0%	9%	*	8%	5%	7%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	67%	54%	64%	78%	*	100%	-	81%	45%	73%	69%	61%	64%	66%
	2023	76%	65%	70%	56%	71%	78%	*	100%	-	76%	48%	91%	73%	62%	68%	72%
At Meets Grade Level or Above	2024	48%	32%	36%	21%	34%	48%	*	100%	-	48%	20%	35%	40%	27%	33%	36%
	2023	49%	34%	38%	26%	39%	43%	*	80%	-	33%	20%	43%	40%	30%	35%	42%
At Masters Grade Level	2024	20%	10%	12%	4%	11%	18%	*	71%	-	19%	4%	6%	13%	8%	10%	12%
	2023	20%	11%	14%	7%	14%	18%	*	20%	-	10%	7%	17%	14%	12%	12%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	75%	62%	74%	84%	*	*	-	84%	49%	78%	78%	69%	72%	77%
	2023	77%	67%	75%	61%	75%	83%	*	*	-	85%	49%	100%	78%	67%	73%	77%
At Meets Grade Level or Above	2024	54%	39%	50%	34%	47%	61%	*	*	-	68%	24%	44%	54%	37%	45%	50%
	2023	53%	38%	48%	37%	49%	54%	*	*	-	43%	20%	50%	51%	40%	45%	52%
At Masters Grade Level	2024	22%	12%	19%	7%	17%	26%	*	*	-	34%	3%	11%	20%	15%	15%	17%
	2023	20%	11%	18%	10%	19%	21%	*	*	-	15%	7%	13%	18%	16%	16%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	71%	62%	69%	79%	*	*	-	87%	51%	83%	74%	64%	69%	71%
	2023	75%	65%	73%	61%	75%	77%	*	*	-	77%	52%	100%	76%	65%	71%	75%
At Meets Grade Level or Above	2024	43%	27%	34%	17%	33%	46%	*	*	-	41%	20%	44%	37%	26%	30%	33%
	2023	45%	31%	34%	24%	37%	37%	*	*	-	26%	21%	63%	37%	26%	32%	41%
At Masters Grade Level	2024	17%	8%	9%	3%	8%	15%	*	*	-	8%	6%	6%	10%	6%	7%	9%
	2023	19%	11%	11%	5%	12%	16%	*	*	-	8%	8%	25%	12%	10%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	41%	22%	36%	62%	-	*	-	63%	26%	50%	41%	41%	38%	33%
	2023	77%	64%	55%	34%	53%	70%	*	*	-	53%	39%	71%	59%	43%	52%	53%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	25%	14%	3%	12%	24%	-	*	-	21%	11%	8%	16%	9%	13%	14%
	2023	47%	29%	23%	6%	22%	34%	*	*	-	29%	18%	14%	25%	17%	21%	22%
At Masters Grade Level	2024	16%	6%	4%	0%	3%	6%	-	*	-	11%	4%	0%	5%	1%	4%	6%
	2023	18%	8%	9%	2%	10%	14%	*	*	-	6%	7%	14%	9%	10%	9%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2024	42%	25%	28%	10%	24%	48%	-	*	-	39%	15%	17%	32%	20%	23%	24%
	2023	43%	33%	36%	24%	38%	38%	*	*	-	41%	13%	43%	39%	27%	33%	47%
Reading and Mathematics Including EOC	2024	42%	25%	28%	10%	24%	48%	-	*	-	39%	15%	17%	32%	20%	23%	24%
	2023	43%	33%	36%	24%	38%	38%	*	*	-	41%	13%	43%	39%	27%	33%	47%
Reading Including EOC	2024	55%	38%	41%	21%	38%	59%	-	*	-	61%	19%	25%	45%	34%	37%	41%
	2023	57%	45%	51%	36%	51%	54%	*	*	-	71%	20%	43%	54%	40%	47%	58%
Math Including EOC	2024	51%	32%	37%	20%	33%	58%	-	*	-	47%	23%	42%	39%	32%	33%	29%
	2023	51%	43%	46%	27%	53%	45%	*	*	-	41%	24%	71%	51%	31%	43%	66%
6th Graders																	
Reading and Mathematics	2024	36%	24%	29%	15%	31%	34%	*	*	-	30%	16%	50%	33%	18%	25%	32%
	2023	35%	18%	21%	18%	21%	26%	-	*	-	9%	15%	*	22%	18%	19%	20%
Reading and Mathematics Including EOC	2024	36%	24%	29%	15%	31%	34%	*	*	-	30%	16%	50%	33%	18%	25%	32%
	2023	35%	18%	21%	18%	21%	26%	-	*	-	9%	15%	*	22%	18%	19%	20%
Reading Including EOC	2024	57%	48%	58%	48%	56%	63%	*	*	-	75%	29%	83%	63%	41%	53%	59%
	2023	52%	39%	45%	37%	47%	55%	-	*	-	22%	21%	*	47%	40%	44%	48%
Math Including EOC	2024	40%	27%	31%	15%	34%	35%	*	*	-	35%	17%	50%	35%	20%	28%	36%
	2023	40%	21%	23%	21%	23%	28%	-	*	-	14%	17%	*	24%	22%	21%	21%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	29%	12%	27%	41%	*	*	-	34%	16%	28%	32%	19%	24%	28%
	2023	37%	24%	28%	21%	29%	33%	*	*	-	23%	14%	38%	30%	22%	26%	32%
Reading and Mathematics Including EOC	2024	38%	24%	29%	12%	27%	41%	*	*	-	34%	16%	28%	32%	19%	24%	28%
	2023	39%	25%	28%	21%	29%	33%	*	*	-	23%	14%	38%	30%	22%	26%	32%
Reading Including EOC	2024	54%	39%	50%	34%	47%	61%	*	*	-	68%	24%	44%	54%	37%	45%	50%
	2023	53%	39%	48%	37%	49%	54%	*	*	-	43%	20%	50%	51%	40%	45%	52%
Math Including EOC	2024	45%	29%	34%	17%	33%	46%	*	*	-	41%	20%	44%	37%	26%	30%	33%
	2023	47%	32%	34%	24%	37%	37%	*	*	-	26%	21%	63%	37%	26%	32%	41%

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 5 ELA/Reading	2024	70%	54%	55%	46%	54%	62%	-	*	-	71%	38%	32%	54%	58%	53%	56%
	2023	65%	54%	59%	47%	58%	63%	*	*	-	85%	43%	50%	60%	57%	57%	56%
Grade 5 Mathematics	2024	65%	50%	52%	48%	55%	51%	-	*	-	47%	52%	68%	51%	56%	51%	52%
	2023	71%	66%	64%	65%	68%	57%	*	*	-	68%	60%	57%	64%	66%	63%	73%
Grade 6 ELA/Reading	2024	61%	60%	69%	63%	69%	70%	*	*	-	78%	48%	83%	71%	62%	65%	72%
	2023	51%	44%	49%	43%	51%	57%	-	*	-	20%	36%	*	48%	49%	48%	41%
Grade 6 Mathematics	2024	48%	39%	42%	34%	41%	49%	*	*	-	45%	37%	33%	43%	39%	39%	35%
	2023	54%	44%	43%	43%	41%	50%	-	*	-	34%	50%	*	41%	47%	42%	39%
All Grades Both Subjects	2024	64%	55%	55%	48%	55%	58%	*	83%	-	60%	44%	53%	55%	54%	52%	54%
	2023	64%	56%	53%	49%	54%	57%	*	*	-	48%	47%	47%	53%	54%	52%	51%
All Grades ELA/Reading	2024	67%	59%	62%	55%	61%	67%	*	*	-	74%	43%	50%	63%	60%	59%	64%
	2023	63%	53%	54%	45%	54%	60%	*	*	-	48%	39%	44%	54%	53%	52%	48%
All Grades Mathematics	2024	60%	50%	47%	41%	48%	50%	*	*	-	46%	45%	56%	47%	48%	45%	43%
	2023	66%	59%	53%	53%	53%	54%	*	*	-	49%	55%	50%	52%	56%	52%	54%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 5 ELA/Reading	2024	35%	22%	21%	13%	20%	38%	-	-	-	*	9%	-	24%	14%	19%	17%
	2023	37%	31%	38%	13%	43%	59%	-	-	-	*	27%	*	41%	32%	38%	44%
Grade 5 Mathematics	2024	41%	35%	41%	48%	43%	17%	-	-	-	*	30%	*	38%	47%	40%	27%
	2023	48%	44%	48%	48%	43%	45%	-	-	-	100%	31%	*	50%	44%	45%	42%
Grade 6 ELA/Reading	2024	24%	26%	40%	35%	40%	43%	*	-	-	*	28%	-	42%	35%	39%	42%
	2023	26%	23%	30%	26%	28%	47%	-	-	-	17%	18%	-	30%	31%	30%	13%
Grade 6 Mathematics	2024	27%	16%	24%	39%	9%	37%	*	-	-	*	18%	-	25%	23%	21%	0%
	2023	35%	30%	30%	19%	29%	50%	-	-	-	17%	26%	-	29%	32%	27%	15%
All Grades Both Subjects	2024	32%	28%	33%	35%	31%	34%	*	-	-	56%	22%	*	33%	32%	31%	23%
	2023	38%	32%	37%	27%	35%	50%	-	-	-	45%	26%	*	37%	35%	35%	25%
All Grades ELA/Reading	2024	30%	26%	31%	26%	29%	41%	*	-	-	60%	18%	-	33%	27%	29%	27%
	2023	35%	30%	34%	19%	34%	53%	-	-	-	33%	22%	*	35%	31%	34%	24%
All Grades Mathematics	2024	35%	29%	34%	44%	32%	29%	*	-	-	*	25%	*	34%	36%	32%	19%
	2023	40%	33%	39%	35%	36%	48%	-	-	-	55%	29%	*	39%	38%	36%	25%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	67%	54%	56%	-	-	-	65%	70%	-	70%	80%	62%	67%	65%	75%
	2023	76%	65%	70%	69%	69%	-	-	-	-	69%	-	70%	68%	93%	70%	70%	89%
At Meets Grade Level or Above	2024	48%	32%	36%	23%	22%	-	-	-	37%	41%	-	41%	50%	35%	36%	34%	67%
	2023	49%	34%	38%	47%	47%	-	-	-	-	34%	-	35%	33%	57%	37%	39%	78%
At Masters Grade Level	2024	20%	10%	12%	9%	8%	-	-	-	22%	11%	-	11%	17%	12%	12%	10%	50%
	2023	20%	11%	14%	14%	14%	-	-	-	-	9%	-	9%	9%	21%	13%	11%	56%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	75%	65%	71%	-	-	-	65%	78%	-	78%	92%	70%	75%	76%	80%
	2023	77%	67%	75%	81%	81%	-	-	-	-	71%	-	69%	73%	100%	75%	75%	100%
At Meets Grade Level or Above	2024	54%	39%	50%	33%	34%	-	-	-	47%	55%	-	55%	77%	40%	50%	48%	80%
	2023	53%	38%	48%	59%	59%	-	-	-	-	42%	-	44%	41%	67%	47%	48%	100%
At Masters Grade Level	2024	22%	12%	19%	13%	11%	-	-	-	29%	17%	-	17%	15%	10%	19%	15%	60%
	2023	20%	11%	18%	13%	13%	-	-	-	-	12%	-	13%	11%	33%	18%	13%	58%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	71%	60%	57%	-	-	-	82%	75%	-	75%	85%	80%	72%	70%	80%
	2023	75%	65%	73%	81%	81%	-	-	-	-	71%	-	75%	65%	83%	73%	74%	83%
At Meets Grade Level or Above	2024	43%	27%	34%	25%	23%	-	-	-	41%	34%	-	34%	38%	40%	34%	31%	60%
	2023	45%	31%	34%	66%	66%	-	-	-	-	28%	-	31%	24%	50%	33%	39%	58%
At Masters Grade Level	2024	17%	8%	9%	10%	9%	-	-	-	24%	6%	-	6%	23%	10%	9%	7%	60%
	2023	19%	11%	11%	22%	22%	-	-	-	-	6%	-	6%	5%	0%	11%	10%	50%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	41%	36%	38%	-	-	-	47%	28%	-	28%	*	17%	43%	32%	*
	2023	77%	64%	55%	44%	44%	-	-	-	-	59%	-	57%	63%	*	55%	52%	*
At Meets Grade Level or Above	2024	43%	25%	14%	10%	9%	-	-	-	24%	16%	-	16%	*	17%	14%	12%	*
	2023	47%	29%	23%	16%	16%	-	-	-	-	23%	-	14%	38%	*	23%	20%	*
At Masters Grade Level	2024	16%	6%	4%	5%	3%	-	-	-	12%	8%	-	8%	*	17%	4%	6%	*
	2023	18%	8%	9%	6%	6%	-	-	-	-	9%	-	7%	13%	*	9%	9%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	55%	53%	55%	-	-	-	59%	52%	-	52%	67%	47%	55%	53%	80%
	2023	64%	56%	53%	61%	61%	-	-	-	-	44%	-	48%	39%	58%	54%	49%	71%
All Grades ELA/Reading	2024	67%	59%	62%	56%	62%	-	-	-	56%	64%	-	64%	81%	56%	62%	63%	90%
	2023	63%	53%	54%	50%	50%	-	-	-	-	42%	-	49%	34%	67%	55%	45%	75%

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	50%	47%	50%	47%	-	-	-	62%	40%	-	40%	54%	39%	48%	42%	70%
	2023	66%	59%	53%	73%	73%	-	-	-	-	45%	-	47%	43%	50%	53%	52%	67%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	33%	22%	21%	-	-	-	17%	24%	-	24%	40%	*	35%	23%	*
	2023	38%	32%	37%	29%	29%	-	-	-	-	24%	-	30%	13%	*	38%	25%	-
All Grades ELA/Reading	2024	30%	26%	31%	23%	25%	-	-	-	*	31%	-	31%	*	*	32%	27%	*
	2023	35%	30%	34%	17%	17%	-	-	-	-	26%	-	21%	40%	-	35%	24%	-
All Grades Mathematics	2024	35%	29%	34%	21%	17%	-	-	-	*	18%	-	18%	*	*	38%	19%	*
	2023	40%	33%	39%	38%	38%	-	-	-	-	22%	-	38%	0%	*	41%	25%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	99%	100%	100%	*	100%	-	99%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	94%	94%	94%	93%	*	100%	-	99%	94%	100%	98%	84%	97%	92%
Not Included in Accountability: Mobile	4%	5%	5%	6%	5%	7%	*	0%	-	0%	5%	0%	1%	15%	3%	7%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	0%	1%	0%	0%	*	0%	-	1%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	1%	0%	0%	*	0%	-	1%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	99%	100%	100%	*	*	-	97%	99%	100%	99%	100%	100%	100%
Included in Accountability	91%	92%	94%	94%	94%	93%	*	*	-	97%	93%	100%	98%	84%	97%	92%
Not Included in Accountability: Mobile	4%	5%	5%	5%	5%	7%	*	*	-	0%	5%	0%	1%	15%	3%	7%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	0%	1%	0%	0%	*	*	-	3%	1%	0%	1%	0%	0%	0%
Absent	1%	2%	0%	1%	0%	0%	*	*	-	3%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	99%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	95%	95%	93%	*	*	-	100%	95%	100%	99%	84%	97%	92%
Not Included in Accountability: Mobile	5%	5%	5%	5%	5%	7%	*	*	-	0%	5%	0%	1%	15%	3%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	100%	98%	100%	100%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	94%	92%	94%	94%	-	*	-	100%	94%	100%	98%	85%	97%	90%
Not Included in Accountability: Mobile	4%	4%	5%	6%	6%	6%	-	*	-	0%	5%	0%	1%	14%	2%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	3%	0%	2%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
Absent	1%	3%	0%	2%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	99%	99%	99%	99%	*	100%	-	99%	100%	100%	100%	99%	99%	100%	
Included in Accountability	93%	92%	93%	94%	92%	96%	*	63%	-	91%	93%	100%	98%	81%	93%	90%	
Not Included in Accountability: Mobile	4%	5%	5%	4%	6%	4%	*	38%	-	8%	6%	0%	1%	15%	5%	5%	
Not Included in Accountability: Other Exclusions	2%	1%	1%	1%	1%	0%	*	0%	-	0%	1%	0%	0%	2%	1%	5%	
Not Tested	1%	2%	1%	1%	1%	1%	*	0%	-	1%	0%	0%	0%	1%	1%	0%	
Absent	1%	2%	1%	1%	1%	1%	*	0%	-	1%	0%	0%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	98%	99%	99%	99%	99%	*	*	-	100%	100%	100%	100%	99%	99%	100%	
Included in Accountability	92%	92%	93%	94%	92%	96%	*	*	-	93%	93%	100%	98%	82%	94%	91%	
Not Included in Accountability: Mobile	4%	5%	5%	5%	6%	4%	*	*	-	7%	6%	0%	1%	14%	5%	5%	
Not Included in Accountability: Other Exclusions	3%	1%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	2%	1%	4%	
Not Tested	1%	2%	1%	1%	1%	1%	*	*	-	0%	0%	0%	0%	1%	1%	0%	
Absent	1%	2%	1%	1%	1%	1%	*	*	-	0%	0%	0%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	98%	99%	99%	100%	99%	*	*	-	98%	100%	100%	100%	99%	99%	100%	
Included in Accountability	94%	92%	94%	94%	93%	96%	*	*	-	91%	93%	100%	98%	82%	94%	91%	
Not Included in Accountability: Mobile	5%	5%	5%	5%	6%	4%	*	*	-	7%	6%	0%	1%	15%	5%	5%	
Not Included in Accountability: Other Exclusions	1%	1%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	2%	1%	4%	
Not Tested	1%	2%	1%	1%	0%	1%	*	*	-	2%	0%	0%	0%	1%	1%	0%	
Absent	1%	1%	1%	1%	0%	1%	*	*	-	2%	0%	0%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	
Science																	
Assessment Participant	99%	98%	99%	99%	100%	99%	*	*	-	100%	100%	100%	100%	98%	99%	100%	
Included in Accountability	93%	92%	92%	94%	91%	95%	*	*	-	85%	92%	100%	98%	77%	92%	87%	
Not Included in Accountability: Mobile	4%	5%	6%	3%	7%	5%	*	*	-	15%	7%	0%	1%	18%	6%	6%	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	1%	1%	2%	0%	*	*	-	0%	1%	0%	0%	3%	1%	7%
Not Tested	1%	2%	1%	1%	0%	1%	*	*	-	0%	0%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	1%	0%	1%	*	*	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	93.2%	93.7%	93.0%	93.0%	*	*	-	93.6%	92.0%	92.8%	94.1%
2021-22	92.2%	89.6%	92.2%	92.1%	92.3%	91.9%	*	*	-	93.3%	91.3%	92.1%	93.4%
Chronic Absenteeism													
2022-23	20.3%	30.8%	20.5%	23.0%	20.6%	19.4%	*	*	-	15.9%	27.9%	23.4%	14.9%
2021-22	25.7%	35.2%	27.1%	32.4%	25.6%	27.4%	*	0.0%	-	21.9%	33.0%	27.2%	23.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	770	100.0%	7,822	5,517,464	770	100.0%	7,874	5,531,236
Students by Grade								
Grade 5	379	49.2%	7.2%	7.2%	379	49.2%	7.2%	7.2%
Grade 6	391	50.8%	7.4%	7.3%	391	50.8%	7.3%	7.2%
Ethnic Distribution								
African American	128	16.6%	29.2%	12.8%	128	16.6%	29.2%	12.8%
Hispanic	408	53.0%	46.6%	53.2%	408	53.0%	46.7%	53.2%
White	187	24.3%	18.4%	25.0%	187	24.3%	18.4%	25.0%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	3	0.4%	0.4%	5.4%	3	0.4%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	42	5.5%	5.2%	3.1%	42	5.5%	5.2%	3.1%
Sex								
Female	359	46.6%	48.7%	48.9%	359	46.6%	48.7%	48.8%
Male	411	53.4%	51.3%	51.1%	411	53.4%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	610	79.2%	82.8%	62.3%	610	79.2%	82.8%	62.2%
Non-Educationally Disadvantaged	160	20.8%	17.2%	37.7%	160	20.8%	17.2%	37.8%
Section 504 Students	34	4.4%	5.1%	7.2%	34	4.4%	5.1%	7.2%
EB Students/EL	132	17.1%	13.9%	24.4%	132	17.1%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	22	2.5%	6.2%	1.9%				
Students w/ Dyslexia	77	10.0%	6.1%	6.0%	77	10.0%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	27	3.5%	3.6%	1.4%	27	3.5%	3.6%	1.4%
Immigrant	4	0.5%	0.2%	2.9%	4	0.5%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	770	100.0%	66.3%	65.7%	770	100.0%	66.4%	65.7%
Military Connected	1	0.1%	0.7%	3.9%	1	0.1%	0.7%	3.9%
At-Risk	426	55.3%	54.9%	53.2%	426	55.3%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	122	15.8%	13.8%	24.5%	122	15.8%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	86	11.2%	6.0%	8.5%	86	11.2%	6.0%	8.5%
Special Education	201	26.1%	20.8%	13.9%	201	26.1%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	201							

Texas Education Agency
2023-24 Student Information (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	125	62.2%	50.9%	45.7%				
Students with Physical Disabilities	16	8.0%	13.3%	18.9%				
Students with Autism	33	16.4%	17.0%	16.2%				
Students with Behavioral Disabilities	27	13.4%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	110	12.3%	24.6%	16.1%				
African American	24	2.7%	9.9%	3.4%				
Hispanic	61	6.8%	9.7%	8.5%				
White	20	2.2%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.2%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.9%	0.5%				
Special Ed Students who are Mobile	36	15.5%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	14	9.9%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	92	12.7%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	65	16.0%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 5	0.7%	0.7%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Grade 5	22.0	22.3	20.9
Grade 6	24.5	21.2	19.2

Texas Education Agency
2023-24 Staff Information (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	80.9	100.0%	100.0%	100.0%
Professional Staff	68.2	84.3%	59.2%	63.9%
Teachers	55.5	68.5%	42.0%	48.3%
Professional Support	9.8	12.1%	12.0%	11.1%
Campus Administration (School Leadership)	3.0	3.7%	3.8%	3.3%
Educational Aides	12.7	15.7%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	24.0	13,870.0
Part-time Counselors	1.0	n/a	1.0	1,172.0
Total Minority Staff	47.9	59.2%	60.3%	54.4%
Teachers by Ethnicity				
African American	22.9	41.3%	32.1%	12.6%
Hispanic	10.0	18.0%	17.3%	30.1%
White	21.5	38.8%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	1.8%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	14.0	25.2%	27.5%	24.5%
Females	41.5	74.8%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	1.0	1.8%	2.2%	2.5%
Bachelors	48.5	87.4%	76.2%	71.7%
Masters	6.0	10.8%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	6.0	10.8%	12.5%	8.7%
1-5 Years Experience	17.9	32.3%	33.8%	27.4%
6-10 Years Experience	8.0	14.4%	19.8%	20.2%
11-20 Years Experience	18.0	32.5%	21.3%	27.1%
21-30 Years Experience	4.5	8.2%	9.8%	13.7%
Over 30 Years Experience	1.0	1.8%	2.9%	3.0%
Number of Students per Teacher	13.9	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	16.0	6.5	6.0
Average Years Experience of Principals with District	7.0	4.8	5.1
Average Years Experience of Assistant Principals	2.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	9.8	9.2	11.1
Average Years Experience of Teachers with District	6.2	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$60,575	\$60,927	\$54,272
1-5 Years Experience	\$61,316	\$61,873	\$58,185
6-10 Years Experience	\$63,013	\$64,029	\$61,494
11-20 Years Experience	\$65,772	\$66,521	\$65,219
21-30 Years Experience	\$69,950	\$70,632	\$69,723
Over 30 Years Experience	\$69,950	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,788	\$64,166	\$62,474
Professional Support	\$73,999	\$79,083	\$73,783
Campus Administration (School Leadership)	\$90,715	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	2.1	3.8%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	0.5	1.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	41.0	73.9%	71.2%	69.8%
Special Education	11.8	21.3%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: HEIGHTS EL

Campus Number: 084906102

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	84%	100%	84%	71%	-	*	-	*	68%	*	87%	76%	85%	80%
	2023	76%	75%	91%	77%	97%	86%	-	-	-	100%	81%	*	88%	100%	90%	100%
At Meets Grade Level or Above	2024	48%	36%	59%	86%	53%	57%	-	*	-	*	41%	*	60%	59%	59%	40%
	2023	50%	45%	71%	54%	81%	57%	-	-	-	83%	38%	*	65%	89%	71%	87%
At Masters Grade Level	2024	21%	15%	25%	14%	29%	21%	-	*	-	*	18%	*	26%	24%	23%	30%
	2023	20%	13%	31%	8%	38%	21%	-	-	-	67%	24%	*	21%	61%	30%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	88%	100%	87%	86%	-	*	-	*	73%	*	89%	82%	87%	85%
	2023	73%	72%	90%	92%	92%	79%	-	-	-	100%	68%	*	87%	100%	90%	94%
At Meets Grade Level or Above	2024	42%	32%	52%	43%	47%	64%	-	*	-	*	41%	*	57%	35%	51%	55%
	2023	45%	41%	61%	42%	68%	64%	-	-	-	50%	41%	*	58%	72%	60%	69%
At Masters Grade Level	2024	15%	11%	17%	14%	11%	29%	-	*	-	*	14%	*	19%	12%	15%	15%
	2023	19%	13%	21%	17%	26%	14%	-	-	-	17%	27%	*	21%	22%	21%	25%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	90%	100%	92%	77%	-	-	-	100%	86%	*	91%	89%	91%	88%
	2023	77%	72%	79%	92%	70%	88%	-	-	-	*	67%	*	79%	79%	78%	70%
At Meets Grade Level or Above	2024	51%	39%	59%	33%	62%	62%	-	-	-	60%	43%	*	56%	67%	56%	71%
	2023	48%	36%	37%	23%	30%	53%	-	-	-	*	25%	*	38%	33%	37%	22%
At Masters Grade Level	2024	23%	15%	21%	0%	22%	23%	-	-	-	40%	14%	*	16%	33%	18%	18%
	2023	22%	15%	18%	0%	19%	24%	-	-	-	*	8%	*	21%	13%	18%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	85%	83%	84%	92%	-	-	-	80%	71%	*	84%	89%	84%	82%
	2023	71%	62%	72%	54%	71%	82%	-	-	-	*	45%	*	71%	73%	70%	67%
At Meets Grade Level or Above	2024	46%	36%	69%	83%	68%	62%	-	-	-	80%	48%	*	70%	67%	69%	53%
	2023	48%	38%	47%	31%	41%	65%	-	-	-	*	32%	*	48%	45%	46%	43%
At Masters Grade Level	2024	21%	13%	26%	0%	27%	31%	-	-	-	40%	10%	*	26%	28%	24%	24%
	2023	22%	17%	20%	8%	20%	29%	-	-	-	*	18%	*	21%	18%	20%	19%
All Grades All Subjects																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	75%	63%	87%	96%	87%	81%	-	*	-	89%	74%	100%	88%	84%	87%	84%
	2023	76%	65%	83%	78%	82%	84%	-	-	-	100%	65%	100%	81%	87%	82%	80%
At Meets Grade Level or Above	2024	48%	32%	60%	62%	57%	61%	-	*	-	67%	43%	63%	61%	57%	59%	54%
	2023	49%	34%	54%	37%	54%	60%	-	-	-	78%	34%	30%	52%	57%	53%	51%
At Masters Grade Level	2024	20%	10%	22%	8%	22%	26%	-	*	-	28%	14%	38%	22%	24%	20%	22%
	2023	20%	11%	23%	8%	25%	23%	-	-	-	44%	19%	10%	21%	27%	22%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	87%	100%	88%	74%	-	*	-	100%	77%	*	89%	83%	88%	84%
	2023	77%	67%	85%	85%	83%	87%	-	-	-	100%	73%	100%	84%	88%	84%	82%
At Meets Grade Level or Above	2024	54%	39%	59%	62%	57%	59%	-	*	-	67%	42%	*	58%	63%	58%	54%
	2023	53%	38%	53%	38%	54%	55%	-	-	-	89%	31%	40%	52%	57%	53%	47%
At Masters Grade Level	2024	22%	12%	23%	8%	25%	22%	-	*	-	22%	16%	*	21%	29%	21%	24%
	2023	20%	11%	25%	4%	28%	23%	-	-	-	67%	16%	20%	21%	33%	24%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	86%	92%	85%	89%	-	*	-	78%	72%	*	87%	86%	85%	84%
	2023	75%	65%	81%	72%	81%	81%	-	-	-	100%	57%	100%	79%	85%	80%	78%
At Meets Grade Level or Above	2024	43%	27%	60%	62%	57%	63%	-	*	-	67%	44%	*	63%	51%	59%	54%
	2023	45%	31%	54%	36%	54%	65%	-	-	-	67%	36%	20%	53%	58%	53%	54%
At Masters Grade Level	2024	17%	8%	22%	8%	19%	30%	-	*	-	33%	12%	*	22%	20%	19%	19%
	2023	19%	11%	21%	12%	23%	23%	-	-	-	22%	23%	0%	21%	20%	20%	22%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	27%	44%	43%	37%	57%	-	*	-	*	36%	*	47%	35%	43%	40%
	2023	37%	33%	59%	42%	68%	57%	-	-	-	50%	38%	*	55%	72%	58%	73%
Reading and Mathematics Including EOC	2024	35%	27%	44%	43%	37%	57%	-	*	-	*	36%	*	47%	35%	43%	40%
	2023	37%	33%	59%	42%	68%	57%	-	-	-	50%	38%	*	55%	72%	58%	73%
Reading Including EOC	2024	48%	36%	59%	86%	53%	57%	-	*	-	*	41%	*	60%	59%	59%	40%
	2023	50%	45%	71%	54%	81%	57%	-	-	-	83%	38%	*	65%	89%	71%	87%
Math Including EOC	2024	42%	32%	52%	43%	47%	64%	-	*	-	*	41%	*	57%	35%	51%	55%
	2023	45%	41%	61%	42%	68%	64%	-	-	-	50%	41%	*	58%	72%	60%	69%
4th Graders																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2024	38%	27%	49%	33%	54%	46%	-	-	-	40%	29%	*	49%	50%	47%	53%
	2023	38%	28%	35%	15%	29%	53%	-	-	-	*	27%	*	35%	36%	35%	24%
Reading and Mathematics Including EOC	2024	38%	27%	49%	33%	54%	46%	-	-	-	40%	29%	*	49%	50%	47%	53%
	2023	38%	28%	35%	15%	29%	53%	-	-	-	*	27%	*	35%	36%	35%	24%
Reading Including EOC	2024	51%	39%	59%	33%	62%	62%	-	-	-	60%	43%	*	56%	67%	56%	71%
	2023	48%	36%	37%	23%	30%	53%	-	-	-	*	25%	*	38%	33%	37%	22%
Math Including EOC	2024	46%	36%	69%	83%	68%	62%	-	-	-	80%	48%	*	70%	67%	69%	53%
	2023	48%	38%	47%	31%	41%	65%	-	-	-	*	32%	*	48%	45%	46%	43%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	46%	38%	45%	52%	-	*	-	44%	33%	*	48%	43%	45%	46%
	2023	37%	24%	47%	28%	47%	55%	-	-	-	67%	33%	20%	45%	53%	46%	44%
Reading and Mathematics Including EOC	2024	38%	24%	46%	38%	45%	52%	-	*	-	44%	33%	*	48%	43%	45%	46%
	2023	39%	25%	47%	28%	47%	55%	-	-	-	67%	33%	20%	45%	53%	46%	44%
Reading Including EOC	2024	54%	39%	59%	62%	57%	59%	-	*	-	67%	42%	*	58%	63%	58%	54%
	2023	53%	39%	53%	38%	54%	55%	-	-	-	89%	31%	40%	52%	57%	53%	47%
Math Including EOC	2024	45%	29%	60%	62%	57%	63%	-	*	-	67%	44%	*	63%	51%	59%	54%
	2023	47%	32%	54%	36%	54%	65%	-	-	-	67%	36%	20%	53%	58%	53%	54%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	61%	61%	67%	60%	58%	-	-	-	70%	68%	*	62%	59%	61%	63%
	2023	55%	50%	49%	54%	46%	50%	-	-	-	*	41%	*	54%	39%	48%	50%
Grade 4 Mathematics	2024	60%	54%	71%	67%	69%	75%	-	-	-	80%	53%	*	76%	59%	70%	65%
	2023	63%	59%	64%	50%	62%	72%	-	-	-	*	55%	*	55%	85%	62%	68%
All Grades Both Subjects	2024	64%	55%	66%	67%	65%	67%	-	-	-	75%	60%	*	69%	59%	65%	64%
	2023	64%	56%	56%	52%	54%	61%	-	-	-	83%	48%	*	55%	61%	55%	58%
All Grades ELA/Reading	2024	67%	59%	61%	67%	60%	58%	-	-	-	70%	68%	*	62%	59%	61%	63%
	2023	63%	53%	49%	54%	46%	50%	-	-	-	*	41%	*	54%	39%	48%	50%
All Grades Mathematics	2024	60%	50%	71%	67%	69%	75%	-	-	-	80%	53%	*	76%	59%	70%	65%
	2023	66%	59%	64%	50%	62%	72%	-	-	-	*	55%	*	55%	85%	62%	68%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
	2023	33%	33%	47%	*	36%	*	-	-	-	-	38%	*	50%	44%	44%	56%
Grade 4 Mathematics	2024	26%	27%	50%	-	*	*	-	-	-	-	50%	-	50%	*	43%	*
	2023	27%	26%	39%	*	31%	*	-	-	-	-	30%	*	33%	45%	39%	22%
All Grades Both Subjects	2024	32%	28%	50%	*	33%	60%	-	-	-	-	56%	-	56%	*	45%	*
	2023	38%	32%	43%	60%	33%	71%	-	-	-	-	33%	*	41%	45%	41%	39%
All Grades ELA/Reading	2024	30%	26%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
	2023	35%	30%	47%	*	36%	*	-	-	-	-	38%	*	50%	44%	44%	56%
All Grades Mathematics	2024	35%	29%	50%	-	*	*	-	-	-	-	50%	-	50%	*	43%	*
	2023	40%	33%	39%	*	31%	*	-	-	-	-	30%	*	33%	45%	39%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	87%	81%	81%	-	-	-	-	83%	83%	-	-	92%	88%	83%	*
	2023	76%	65%	83%	78%	78%	-	-	-	-	*	*	-	-	73%	84%	78%	100%
At Meets Grade Level or Above	2024	48%	32%	60%	52%	52%	-	-	-	-	67%	67%	-	-	50%	62%	53%	*
	2023	49%	34%	54%	50%	50%	-	-	-	-	*	*	-	-	36%	55%	48%	83%
At Masters Grade Level	2024	20%	10%	22%	21%	21%	-	-	-	-	33%	33%	-	-	17%	23%	21%	*
	2023	20%	11%	23%	17%	17%	-	-	-	-	*	*	-	-	9%	24%	17%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	87%	77%	77%	-	-	-	-	*	*	-	-	100%	89%	83%	*
	2023	77%	67%	85%	78%	78%	-	-	-	-	*	*	-	-	80%	86%	80%	*
At Meets Grade Level or Above	2024	54%	39%	59%	50%	50%	-	-	-	-	*	*	-	-	50%	61%	51%	*
	2023	53%	38%	53%	44%	44%	-	-	-	-	*	*	-	-	40%	56%	43%	*
At Masters Grade Level	2024	22%	12%	23%	23%	23%	-	-	-	-	*	*	-	-	17%	23%	23%	*
	2023	20%	11%	25%	15%	15%	-	-	-	-	*	*	-	-	0%	27%	14%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	86%	85%	85%	-	-	-	-	*	*	-	-	83%	88%	83%	*
	2023	75%	65%	81%	78%	78%	-	-	-	-	*	*	-	-	67%	81%	76%	*
At Meets Grade Level or Above	2024	43%	27%	60%	54%	54%	-	-	-	-	*	*	-	-	50%	63%	54%	*
	2023	45%	31%	54%	56%	56%	-	-	-	-	*	*	-	-	33%	54%	53%	*
At Masters Grade Level	2024	17%	8%	22%	19%	19%	-	-	-	-	*	*	-	-	17%	23%	20%	*
	2023	19%	11%	21%	19%	19%	-	-	-	-	*	*	-	-	17%	21%	21%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	66%	55%	55%	-	-	-	-	-	-	-	-	100%	67%	66%	*
	2023	64%	56%	56%	59%	59%	-	-	-	-	*	*	-	-	*	56%	56%	*
All Grades ELA/Reading	2024	67%	59%	61%	55%	55%	-	-	-	-	-	-	-	-	*	61%	64%	*
	2023	63%	53%	49%	50%	50%	-	-	-	-	*	*	-	-	*	49%	48%	*
All Grades Mathematics	2024	60%	50%	71%	55%	55%	-	-	-	-	-	-	-	-	*	74%	67%	*
	2023	66%	59%	64%	68%	68%	-	-	-	-	-	-	-	-	*	62%	66%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	50%	-	-	-	-	-	-	-	-	-	-	*	45%	*	-
	2023	38%	32%	43%	38%	38%	-	-	-	-	*	*	-	-	*	46%	39%	-
All Grades ELA/Reading	2024	30%	26%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2023	35%	30%	47%	50%	50%	-	-	-	-	*	*	-	-	-	40%	56%	-
All Grades Mathematics	2024	35%	29%	50%	-	-	-	-	-	-	-	-	-	-	*	43%	*	-
	2023	40%	33%	39%	25%	25%	-	-	-	-	-	-	-	-	*	50%	22%	-

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	87%	100%	85%	90%	-	*	-	90%	90%	100%	97%	70%	94%	82%
Not Included in Accountability: Mobile	4%	5%	10%	0%	11%	10%	-	*	-	10%	10%	0%	3%	24%	3%	11%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	3%	0%	-	*	-	0%	0%	0%	0%	6%	2%	7%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	91%	92%	87%	100%	85%	90%	-	*	-	90%	90%	*	97%	70%	94%	82%
Not Included in Accountability: Mobile	4%	5%	10%	0%	11%	10%	-	*	-	10%	10%	*	3%	24%	3%	11%
Not Included in Accountability: Other Exclusions	4%	2%	2%	0%	3%	0%	-	*	-	0%	0%	*	0%	6%	2%	7%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	87%	100%	85%	90%	-	*	-	90%	90%	*	97%	70%	94%	82%
Not Included in Accountability: Mobile	5%	5%	10%	0%	11%	10%	-	*	-	10%	10%	*	3%	24%	3%	11%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	-	*	-	0%	0%	*	0%	6%	2%	7%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	92%	93%	91%	94%	-	-	-	90%	93%	83%	96%	84%	92%	89%
Not Included in Accountability: Mobile	4%	5%	6%	7%	6%	6%	-	-	-	10%	6%	17%	3%	14%	7%	5%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	3%	0%	-	-	-	0%	1%	0%	1%	2%	2%	6%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	92%	93%	91%	94%	-	-	-	90%	92%	83%	95%	84%	91%	88%
Not Included in Accountability: Mobile	4%	5%	6%	7%	6%	6%	-	-	-	10%	6%	17%	3%	14%	7%	5%
Not Included in Accountability: Other Exclusions	3%	1%	2%	0%	3%	0%	-	-	-	0%	2%	0%	2%	2%	2%	7%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	92%	92%	93%	92%	94%	-	-	-	90%	94%	83%	96%	83%	92%	90%
Not Included in Accountability: Mobile	5%	5%	6%	7%	6%	6%	-	-	-	10%	6%	17%	3%	15%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	-	-	0%	0%	0%	1%	2%	1%	5%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	93.5%	94.0%	93.3%	93.6%	*	*	-	93.8%	93.4%	93.3%	94.1%
2021-22	92.2%	89.6%	93.1%	93.9%	92.8%	93.9%	*	*	-	91.6%	92.6%	92.9%	94.2%
Chronic Absenteeism													
2022-23	20.3%	30.8%	23.3%	26.1%	25.0%	17.1%	*	*	-	19.0%	18.3%	23.6%	19.1%
2021-22	25.7%	35.2%	22.0%	16.0%	26.0%	14.8%	*	*	-	22.2%	25.0%	22.8%	14.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	410	100.0%	7,822	5,517,464	410	100.0%	7,874	5,531,236
Students by Grade								
Kindergarten	95	23.2%	6.1%	6.5%	95	23.2%	6.1%	6.5%
Grade 1	94	22.9%	6.6%	7.0%	94	22.9%	6.6%	7.0%
Grade 2	78	19.0%	7.1%	7.3%	78	19.0%	7.1%	7.3%
Grade 3	73	17.8%	7.3%	7.2%	73	17.8%	7.2%	7.2%
Grade 4	70	17.1%	7.1%	7.2%	70	17.1%	7.1%	7.2%
Ethnic Distribution								
African American	66	16.1%	29.2%	12.8%	66	16.1%	29.2%	12.8%
Hispanic	229	55.9%	46.6%	53.2%	229	55.9%	46.7%	53.2%
White	82	20.0%	18.4%	25.0%	82	20.0%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.2%	0.4%	5.4%	1	0.2%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	32	7.8%	5.2%	3.1%	32	7.8%	5.2%	3.1%
Sex								
Female	217	52.9%	48.7%	48.9%	217	52.9%	48.7%	48.8%
Male	193	47.1%	51.3%	51.1%	193	47.1%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	389	94.9%	82.8%	62.3%	389	94.9%	82.8%	62.2%
Non-Educationally Disadvantaged	21	5.1%	17.2%	37.7%	21	5.1%	17.2%	37.8%
Section 504 Students	4	1.0%	5.1%	7.2%	4	1.0%	5.1%	7.2%
EB Students/EL	101	24.6%	13.9%	24.4%	101	24.6%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	6.2%	1.9%				
Students w/ Dyslexia	34	8.3%	6.1%	6.0%	34	8.3%	6.1%	6.0%
Foster Care	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Homeless	12	2.9%	3.6%	1.4%	12	2.9%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	410	100.0%	66.3%	65.7%	410	100.0%	66.4%	65.7%
Military Connected	2	0.5%	0.7%	3.9%	2	0.5%	0.7%	3.9%
At-Risk	192	46.8%	54.9%	53.2%	192	46.8%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	138	33.7%	13.8%	24.5%	138	33.7%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	26	6.3%	6.0%	8.5%	26	6.3%	6.0%	8.5%

Texas Education Agency
2023-24 Student Information (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Special Education	91	22.2%	20.8%	13.9%	91	22.2%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	91							
Students with Intellectual Disabilities	46	50.5%	50.9%	45.7%				
Students with Physical Disabilities	19	20.9%	13.3%	18.9%				
Students with Autism	19	20.9%	17.0%	16.2%				
Students with Behavioral Disabilities	*	*	17.2%	17.6%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	92	25.3%	24.6%	16.1%				
African American	22	6.0%	9.9%	3.4%				
Hispanic	50	13.7%	9.7%	8.5%				
White	15	4.1%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.4%	0.9%	0.5%				
Special Ed Students who are Mobile	28	25.0%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	20	21.1%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	76	22.9%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	76	23.9%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	1.5%	0.5%	1.3%	0.0%	0.0%	3.9%
Grade 1	2.0%	2.0%	2.1%	4.2%	1.5%	3.3%
Grade 2	6.4%	2.1%	1.3%	3.7%	1.2%	1.6%
Grade 3	2.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.5%	0.4%	3.8%	1.9%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	16.0	20.0	18.4
Grade 1	17.6	20.5	18.8
Grade 2	21.9	21.3	19.1
Grade 3	16.3	19.3	19.4
Grade 4	18.0	21.5	19.4

Texas Education Agency
2023-24 Staff Information (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	56.4	100.0%	100.0%	100.0%
Professional Staff	43.0	76.2%	59.2%	63.9%
Teachers	31.5	55.9%	42.0%	48.3%
Professional Support	7.6	13.4%	12.0%	11.1%
Campus Administration (School Leadership)	3.9	6.9%	3.8%	3.3%
Educational Aides	13.4	23.8%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	28.5	50.5%	60.3%	54.4%
Teachers by Ethnicity				
African American	3.0	9.5%	32.1%	12.6%
Hispanic	12.5	39.7%	17.3%	30.1%
White	15.0	47.6%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.2%	0.9%	1.3%
Teachers by Sex				
Males	4.0	12.7%	27.5%	24.5%
Females	27.5	87.3%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	25.5	81.0%	76.2%	71.7%
Masters	6.0	19.0%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.5	11.1%	12.5%	8.7%
1-5 Years Experience	10.0	31.7%	33.8%	27.4%
6-10 Years Experience	8.0	25.4%	19.8%	20.2%
11-20 Years Experience	5.0	15.9%	21.3%	27.1%
21-30 Years Experience	3.0	9.5%	9.8%	13.7%
Over 30 Years Experience	2.0	6.3%	2.9%	3.0%
Number of Students per Teacher	13.0	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	6.5	6.0
Average Years Experience of Principals with District	3.0	4.8	5.1
Average Years Experience of Assistant Principals	2.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	9.5	9.2	11.1
Average Years Experience of Teachers with District	5.8	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$69,818	\$60,927	\$54,272
1-5 Years Experience	\$61,760	\$61,873	\$58,185
6-10 Years Experience	\$63,194	\$64,029	\$61,494
11-20 Years Experience	\$64,890	\$66,521	\$65,219
21-30 Years Experience	\$68,617	\$70,632	\$69,723
Over 30 Years Experience	\$66,825	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$64,491	\$64,166	\$62,474
Professional Support	\$73,306	\$79,083	\$73,783
Campus Administration (School Leadership)	\$82,871	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	5.5	17.3%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	0.0	0.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	19.7	62.5%	71.2%	69.8%
Special Education	6.4	20.2%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: KOHFELDT EL

Campus Number: 084906103

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	64%	50%	65%	78%	-	*	-	*	44%	*	64%	65%	65%	75%
	2023	76%	75%	77%	76%	79%	72%	-	-	-	*	38%	*	80%	59%	78%	90%
At Meets Grade Level or Above	2024	48%	36%	33%	25%	31%	67%	-	*	-	*	30%	*	30%	41%	33%	42%
	2023	50%	45%	46%	48%	47%	44%	-	-	-	*	13%	*	49%	35%	47%	76%
At Masters Grade Level	2024	21%	15%	16%	19%	13%	33%	-	*	-	*	26%	*	17%	12%	16%	17%
	2023	20%	13%	11%	0%	14%	17%	-	-	-	*	4%	*	12%	6%	10%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	53%	19%	59%	78%	-	*	-	*	48%	*	50%	65%	53%	83%
	2023	73%	72%	77%	76%	81%	72%	-	-	-	*	42%	*	78%	71%	78%	90%
At Meets Grade Level or Above	2024	42%	32%	31%	19%	33%	56%	-	*	-	*	33%	*	32%	29%	32%	50%
	2023	45%	41%	45%	33%	47%	56%	-	-	-	*	21%	*	50%	24%	43%	67%
At Masters Grade Level	2024	15%	11%	11%	6%	9%	33%	-	*	-	*	19%	*	11%	12%	11%	8%
	2023	19%	13%	15%	5%	18%	22%	-	-	-	*	8%	*	16%	12%	15%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	80%	63%	79%	95%	-	-	-	*	54%	*	82%	73%	79%	95%
	2023	77%	72%	75%	63%	76%	83%	-	-	-	78%	44%	*	79%	65%	72%	70%
At Meets Grade Level or Above	2024	51%	39%	43%	21%	47%	50%	-	-	-	*	11%	*	49%	27%	41%	68%
	2023	48%	36%	41%	19%	48%	50%	-	-	-	33%	25%	*	47%	27%	37%	35%
At Masters Grade Level	2024	23%	15%	20%	11%	23%	25%	-	-	-	*	6%	*	23%	12%	19%	41%
	2023	22%	15%	22%	13%	26%	17%	-	-	-	22%	13%	*	26%	12%	17%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	66%	47%	69%	70%	-	-	-	*	49%	*	69%	58%	67%	82%
	2023	71%	62%	63%	50%	61%	67%	-	-	-	89%	38%	*	65%	58%	61%	50%
At Meets Grade Level or Above	2024	46%	36%	46%	21%	50%	60%	-	-	-	*	20%	*	47%	42%	47%	77%
	2023	48%	38%	43%	25%	41%	67%	-	-	-	56%	25%	*	46%	38%	40%	30%
At Masters Grade Level	2024	21%	13%	17%	5%	23%	15%	-	-	-	*	3%	*	21%	8%	18%	36%
	2023	22%	17%	25%	13%	22%	50%	-	-	-	33%	13%	*	26%	23%	23%	10%
All Grades All Subjects																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	75%	63%	67%	46%	69%	81%	-	*	-	75%	49%	90%	67%	65%	67%	84%
	2023	76%	65%	73%	68%	75%	73%	-	-	-	75%	40%	88%	76%	63%	73%	76%
At Meets Grade Level or Above	2024	48%	32%	39%	21%	41%	57%	-	*	-	25%	23%	80%	40%	35%	39%	59%
	2023	49%	34%	44%	32%	46%	53%	-	-	-	42%	20%	63%	48%	31%	42%	52%
At Masters Grade Level	2024	20%	10%	16%	10%	17%	24%	-	*	-	0%	12%	10%	18%	10%	16%	25%
	2023	20%	11%	18%	7%	19%	25%	-	-	-	21%	9%	13%	19%	14%	16%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	73%	57%	72%	90%	-	*	-	83%	50%	80%	74%	70%	73%	85%
	2023	77%	67%	76%	70%	78%	77%	-	-	-	75%	40%	*	80%	63%	75%	80%
At Meets Grade Level or Above	2024	54%	39%	39%	23%	40%	55%	-	*	-	33%	19%	80%	40%	33%	37%	54%
	2023	53%	38%	44%	35%	48%	47%	-	-	-	33%	18%	*	48%	30%	42%	56%
At Masters Grade Level	2024	22%	12%	18%	14%	18%	28%	-	*	-	0%	15%	20%	20%	12%	18%	28%
	2023	20%	11%	16%	5%	19%	17%	-	-	-	17%	8%	*	18%	9%	13%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	60%	34%	65%	72%	-	*	-	67%	48%	100%	60%	60%	61%	83%
	2023	75%	65%	70%	65%	72%	70%	-	-	-	75%	40%	*	73%	63%	71%	71%
At Meets Grade Level or Above	2024	43%	27%	40%	20%	42%	59%	-	*	-	17%	26%	80%	40%	37%	40%	63%
	2023	45%	31%	45%	30%	45%	60%	-	-	-	50%	23%	*	48%	33%	42%	49%
At Masters Grade Level	2024	17%	8%	14%	6%	16%	21%	-	*	-	0%	10%	0%	16%	9%	15%	22%
	2023	19%	11%	20%	8%	19%	33%	-	-	-	25%	10%	*	20%	19%	18%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	27%	28%	19%	28%	56%	-	*	-	*	30%	*	27%	29%	28%	42%
	2023	37%	33%	37%	29%	40%	39%	-	-	-	*	8%	*	41%	18%	36%	67%
Reading and Mathematics Including EOC	2024	35%	27%	28%	19%	28%	56%	-	*	-	*	30%	*	27%	29%	28%	42%
	2023	37%	33%	37%	29%	40%	39%	-	-	-	*	8%	*	41%	18%	36%	67%
Reading Including EOC	2024	48%	36%	33%	25%	31%	67%	-	*	-	*	30%	*	30%	41%	33%	42%
	2023	50%	45%	46%	48%	47%	44%	-	-	-	*	13%	*	49%	35%	47%	76%
Math Including EOC	2024	42%	32%	31%	19%	33%	56%	-	*	-	*	33%	*	32%	29%	32%	50%
	2023	45%	41%	45%	33%	47%	56%	-	-	-	*	21%	*	50%	24%	43%	67%
4th Graders																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2024	38%	27%	36%	16%	42%	40%	-	-	-	*	6%	*	40%	23%	35%	68%
	2023	38%	28%	35%	19%	37%	50%	-	-	-	33%	19%	*	39%	27%	32%	25%
Reading and Mathematics Including EOC	2024	38%	27%	36%	16%	42%	40%	-	-	-	*	6%	*	40%	23%	35%	68%
	2023	38%	28%	35%	19%	37%	50%	-	-	-	33%	19%	*	39%	27%	32%	25%
Reading Including EOC	2024	51%	39%	43%	21%	47%	50%	-	-	-	*	11%	*	49%	27%	41%	68%
	2023	48%	36%	41%	19%	48%	50%	-	-	-	33%	25%	*	47%	27%	37%	35%
Math Including EOC	2024	46%	36%	46%	21%	50%	60%	-	-	-	*	20%	*	47%	42%	47%	77%
	2023	48%	38%	43%	25%	41%	67%	-	-	-	56%	25%	*	46%	38%	40%	30%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	32%	17%	35%	45%	-	*	-	0%	16%	80%	34%	26%	32%	54%
	2023	37%	24%	36%	24%	39%	43%	-	-	-	33%	13%	*	40%	23%	34%	46%
Reading and Mathematics Including EOC	2024	38%	24%	32%	17%	35%	45%	-	*	-	0%	16%	80%	34%	26%	32%	54%
	2023	39%	25%	36%	24%	39%	43%	-	-	-	33%	13%	*	40%	23%	34%	46%
Reading Including EOC	2024	54%	39%	39%	23%	40%	55%	-	*	-	33%	19%	80%	40%	33%	37%	54%
	2023	53%	39%	44%	35%	48%	47%	-	-	-	33%	18%	*	48%	30%	42%	56%
Math Including EOC	2024	45%	29%	40%	20%	42%	59%	-	*	-	17%	26%	80%	40%	37%	40%	63%
	2023	47%	32%	45%	30%	45%	60%	-	-	-	50%	23%	*	48%	33%	42%	49%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	61%	69%	47%	70%	84%	-	-	-	*	53%	*	72%	61%	68%	75%
	2023	55%	50%	60%	41%	68%	71%	-	-	-	39%	47%	*	63%	52%	58%	71%
Grade 4 Mathematics	2024	60%	54%	63%	50%	67%	58%	-	-	-	*	55%	*	66%	52%	63%	86%
	2023	63%	59%	60%	56%	52%	79%	-	-	-	78%	50%	*	59%	62%	59%	32%
All Grades Both Subjects	2024	64%	55%	66%	49%	69%	71%	-	-	-	*	54%	*	69%	57%	66%	81%
	2023	64%	56%	60%	48%	60%	75%	-	-	-	58%	48%	*	61%	57%	58%	51%
All Grades ELA/Reading	2024	67%	59%	69%	47%	70%	84%	-	-	-	*	53%	*	72%	61%	68%	75%
	2023	63%	53%	60%	41%	68%	71%	-	-	-	39%	47%	*	63%	52%	58%	71%
All Grades Mathematics	2024	60%	50%	63%	50%	67%	58%	-	-	-	*	55%	*	66%	52%	63%	86%
	2023	66%	59%	60%	56%	52%	79%	-	-	-	78%	50%	*	59%	62%	59%	32%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	52%	43%	47%	80%	-	-	-	-	33%	-	56%	44%	50%	*
	2023	33%	33%	40%	57%	31%	*	-	-	-	*	20%	-	47%	25%	40%	33%
Grade 4 Mathematics	2024	26%	27%	41%	29%	44%	20%	-	-	-	*	45%	-	40%	42%	45%	40%
	2023	27%	26%	15%	30%	8%	*	-	-	-	*	18%	*	18%	10%	15%	*
All Grades Both Subjects	2024	32%	28%	46%	36%	45%	50%	-	-	-	*	39%	-	47%	43%	47%	63%
	2023	38%	32%	27%	41%	20%	25%	-	-	-	*	19%	*	32%	17%	27%	22%
All Grades ELA/Reading	2024	30%	26%	52%	43%	47%	80%	-	-	-	-	33%	-	56%	44%	50%	*
	2023	35%	30%	40%	57%	31%	*	-	-	-	*	20%	-	47%	25%	40%	33%
All Grades Mathematics	2024	35%	29%	41%	29%	44%	20%	-	-	-	*	45%	-	40%	42%	45%	40%
	2023	40%	33%	15%	30%	8%	*	-	-	-	*	18%	*	18%	10%	15%	*

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	67%	89%	89%	-	-	-	*	57%	50%	-	63%	*	61%	84%	-
	2023	76%	65%	73%	80%	80%	-	-	-	*	56%	*	100%	50%	-	72%	76%	-
At Meets Grade Level or Above	2024	48%	32%	39%	66%	65%	-	-	-	*	29%	0%	-	50%	*	33%	59%	-
	2023	49%	34%	44%	64%	63%	-	-	-	*	6%	*	17%	0%	-	42%	52%	-
At Masters Grade Level	2024	20%	10%	16%	28%	28%	-	-	-	*	14%	0%	-	25%	*	13%	25%	-
	2023	20%	11%	18%	27%	25%	-	-	-	*	0%	*	0%	0%	-	17%	22%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	73%	84%	84%	-	-	-	*	86%	*	-	*	*	69%	85%	-
	2023	77%	67%	76%	85%	84%	-	-	-	*	63%	*	*	*	-	74%	80%	-
At Meets Grade Level or Above	2024	54%	39%	39%	61%	59%	-	-	-	*	29%	*	-	*	*	33%	54%	-
	2023	53%	38%	44%	67%	66%	-	-	-	*	13%	*	*	*	-	40%	56%	-
At Masters Grade Level	2024	22%	12%	18%	29%	30%	-	-	-	*	29%	*	-	*	*	15%	28%	-
	2023	20%	11%	16%	30%	28%	-	-	-	*	0%	*	*	*	-	13%	24%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	60%	95%	95%	-	-	-	*	29%	*	-	*	*	53%	83%	-
	2023	75%	65%	70%	76%	75%	-	-	-	*	50%	*	*	*	-	70%	71%	-
At Meets Grade Level or Above	2024	43%	27%	40%	71%	70%	-	-	-	*	29%	*	-	*	*	32%	63%	-
	2023	45%	31%	45%	61%	59%	-	-	-	*	0%	*	*	*	-	43%	49%	-
At Masters Grade Level	2024	17%	8%	14%	26%	27%	-	-	-	*	0%	*	-	*	*	12%	22%	-
	2023	19%	11%	20%	24%	22%	-	-	-	*	0%	*	*	*	-	20%	20%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	66%	83%	83%	-	-	-	-	69%	67%	-	*	-	62%	81%	-
	2023	64%	56%	60%	50%	46%	-	-	-	*	56%	*	-	58%	-	62%	51%	-
All Grades ELA/Reading	2024	67%	59%	69%	72%	72%	-	-	-	-	*	*	-	*	-	68%	75%	-
	2023	63%	53%	60%	73%	71%	-	-	-	*	*	*	-	*	-	56%	71%	-
All Grades Mathematics	2024	60%	50%	63%	94%	94%	-	-	-	-	*	*	-	*	-	56%	86%	-
	2023	66%	59%	60%	27%	21%	-	-	-	*	*	*	-	*	-	68%	32%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	46%	*	*	-	-	-	-	40%	*	-	*	-	43%	63%	-
	2023	38%	32%	27%	*	*	-	-	-	-	29%	*	-	40%	-	28%	22%	-
All Grades ELA/Reading	2024	30%	26%	52%	*	*	-	-	-	-	*	*	-	*	-	46%	*	-
	2023	35%	30%	40%	*	*	-	-	-	-	*	*	-	*	-	42%	33%	-
All Grades Mathematics	2024	35%	29%	41%	*	*	-	-	-	-	*	*	-	*	-	41%	40%	-
	2023	40%	33%	15%	-	-	-	-	-	-	*	*	-	*	-	17%	*	-

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	94%	92%	94%	94%	-	*	-	100%	95%	100%	96%	87%	96%	94%
Not Included in Accountability: Mobile	4%	5%	5%	8%	4%	6%	-	*	-	0%	4%	0%	4%	9%	3%	2%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	-	*	-	0%	2%	0%	0%	4%	1%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	94%	95%	94%	94%	-	*	-	100%	95%	100%	97%	88%	97%	94%
Not Included in Accountability: Mobile	4%	5%	5%	5%	4%	6%	-	*	-	0%	3%	0%	3%	8%	2%	2%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	2%	0%	-	*	-	0%	2%	0%	0%	4%	1%	4%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	93%	90%	94%	94%	-	*	-	100%	94%	100%	95%	86%	96%	94%
Not Included in Accountability: Mobile	5%	5%	6%	10%	5%	6%	-	*	-	0%	5%	0%	5%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	*	-	0%	2%	0%	0%	4%	1%	4%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	93%	99%	91%	91%	-	-	-	92%	89%	100%	97%	82%	92%	95%
Not Included in Accountability: Mobile	4%	5%	6%	1%	7%	9%	-	-	-	8%	9%	0%	3%	16%	7%	2%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	-	-	-	0%	2%	0%	1%	2%	1%	2%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	92%	93%	100%	91%	91%	-	-	-	92%	89%	*	97%	83%	92%	95%
Not Included in Accountability: Mobile	4%	5%	6%	0%	7%	9%	-	-	-	8%	9%	*	3%	15%	7%	2%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	-	-	-	0%	2%	*	1%	2%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	92%	97%	91%	91%	-	-	-	92%	89%	*	97%	81%	92%	95%
Not Included in Accountability: Mobile	5%	5%	7%	3%	7%	9%	-	-	-	8%	9%	*	3%	17%	7%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	-	-	0%	2%	*	1%	2%	1%	2%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	92.9%	92.6%	92.7%	93.0%	-	*	-	94.8%	92.1%	92.7%	94.5%
2021-22	92.2%	89.6%	92.9%	93.5%	92.5%	93.2%	*	*	-	94.5%	91.2%	92.9%	94.0%
Chronic Absenteeism													
2022-23	20.3%	30.8%	22.9%	27.2%	24.3%	16.9%	-	*	-	12.5%	29.2%	23.6%	14.3%
2021-22	25.7%	35.2%	22.3%	20.8%	24.9%	17.8%	*	*	-	10.5%	28.9%	21.6%	13.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	427	100.0%	7,822	5,517,464	427	100.0%	7,874	5,531,236
Students by Grade								
Kindergarten	63	14.8%	6.1%	6.5%	63	14.8%	6.1%	6.5%
Grade 1	82	19.2%	6.6%	7.0%	82	19.2%	6.6%	7.0%
Grade 2	80	18.7%	7.1%	7.3%	80	18.7%	7.1%	7.3%
Grade 3	93	21.8%	7.3%	7.2%	93	21.8%	7.2%	7.2%
Grade 4	109	25.5%	7.1%	7.2%	109	25.5%	7.1%	7.2%
Ethnic Distribution								
African American	76	17.8%	29.2%	12.8%	76	17.8%	29.2%	12.8%
Hispanic	263	61.6%	46.6%	53.2%	263	61.6%	46.7%	53.2%
White	66	15.5%	18.4%	25.0%	66	15.5%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.2%	0.4%	5.4%	1	0.2%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	4.9%	5.2%	3.1%	21	4.9%	5.2%	3.1%
Sex								
Female	196	45.9%	48.7%	48.9%	196	45.9%	48.7%	48.8%
Male	231	54.1%	51.3%	51.1%	231	54.1%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	398	93.2%	82.8%	62.3%	398	93.2%	82.8%	62.2%
Non-Educationally Disadvantaged	29	6.8%	17.2%	37.7%	29	6.8%	17.2%	37.8%
Section 504 Students	8	1.9%	5.1%	7.2%	8	1.9%	5.1%	7.2%
EB Students/EL	106	24.8%	13.9%	24.4%	106	24.8%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	6.2%	1.9%				
Students w/ Dyslexia	23	5.4%	6.1%	6.0%	23	5.4%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	24	5.6%	3.6%	1.4%	24	5.6%	3.6%	1.4%
Immigrant	1	0.2%	0.2%	2.9%	1	0.2%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	427	100.0%	66.3%	65.7%	427	100.0%	66.4%	65.7%
Military Connected	3	0.7%	0.7%	3.9%	3	0.7%	0.7%	3.9%
At-Risk	273	63.9%	54.9%	53.2%	273	63.9%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	105	24.6%	13.8%	24.5%	105	24.6%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	25	5.9%	6.0%	8.5%	25	5.9%	6.0%	8.5%

Texas Education Agency
2023-24 Student Information (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Special Education	117	27.4%	20.8%	13.9%	117	27.4%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	117							
Students with Intellectual Disabilities	39	33.3%	50.9%	45.7%				
Students with Physical Disabilities	42	35.9%	13.3%	18.9%				
Students with Autism	28	23.9%	17.0%	16.2%				
Students with Behavioral Disabilities	**	**	17.2%	17.6%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	83	20.2%	24.6%	16.1%				
African American	16	3.9%	9.9%	3.4%				
Hispanic	46	11.2%	9.7%	8.5%				
White	16	3.9%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.2%	0.9%	0.5%				
Special Ed Students who are Mobile	20	17.7%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	9	10.7%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	73	19.7%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	75	21.7%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.5%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	2.0%	2.1%	0.0%	1.5%	3.3%
Grade 2	0.0%	2.1%	1.3%	0.0%	1.2%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.5%	0.4%	0.0%	1.9%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	22.0	20.0	18.4
Grade 1	20.0	20.5	18.8
Grade 2	19.7	21.3	19.1
Grade 3	21.3	19.3	19.4
Grade 4	22.3	21.5	19.4

Texas Education Agency
2023-24 Staff Information (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	51.7	100.0%	100.0%	100.0%
Professional Staff	41.3	79.8%	59.2%	63.9%
Teachers	28.5	55.0%	42.0%	48.3%
Professional Support	9.8	18.9%	12.0%	11.1%
Campus Administration (School Leadership)	3.0	5.8%	3.8%	3.3%
Educational Aides	10.5	20.2%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	19.1	36.8%	60.3%	54.4%
Teachers by Ethnicity				
African American	3.0	10.5%	32.1%	12.6%
Hispanic	6.0	21.1%	17.3%	30.1%
White	18.5	64.9%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.5%	0.9%	1.3%
Teachers by Sex				
Males	1.0	3.5%	27.5%	24.5%
Females	27.5	96.5%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	24.5	85.9%	76.2%	71.7%
Masters	4.0	14.1%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.0	17.6%	12.5%	8.7%
1-5 Years Experience	10.0	35.1%	33.8%	27.4%
6-10 Years Experience	4.0	14.1%	19.8%	20.2%
11-20 Years Experience	5.0	17.6%	21.3%	27.1%
21-30 Years Experience	3.5	12.2%	9.8%	13.7%
Over 30 Years Experience	1.0	3.5%	2.9%	3.0%
Number of Students per Teacher	15.0	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.0	6.5	6.0
Average Years Experience of Principals with District	8.0	4.8	5.1
Average Years Experience of Assistant Principals	2.5	3.7	5.1
Average Years Experience of Assistant Principals with District	2.5	2.9	4.3
Average Years Experience of Teachers	9.1	9.2	11.1
Average Years Experience of Teachers with District	6.1	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$60,500	\$60,927	\$54,272
1-5 Years Experience	\$61,295	\$61,873	\$58,185
6-10 Years Experience	\$62,825	\$64,029	\$61,494
11-20 Years Experience	\$65,870	\$66,521	\$65,219
21-30 Years Experience	\$69,719	\$70,632	\$69,723
Over 30 Years Experience	\$73,150	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,616	\$64,166	\$62,474
Professional Support	\$75,257	\$79,083	\$73,783
Campus Administration (School Leadership)	\$87,583	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	5.4	19.1%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	0.5	1.6%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	19.4	68.0%	71.2%	69.8%
Special Education	3.2	11.3%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: MANUEL GUAJARDO JR EL

Campus Number: 084906104

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	70%	55%	72%	74%	*	-	-	86%	42%	80%	68%	79%	65%	*
	2023	76%	75%	83%	60%	85%	91%	-	*	-	*	67%	*	82%	88%	79%	86%
At Meets Grade Level or Above	2024	48%	36%	44%	27%	49%	41%	*	-	-	57%	14%	40%	43%	46%	39%	*
	2023	50%	45%	58%	45%	61%	55%	-	*	-	*	43%	*	57%	59%	59%	57%
At Masters Grade Level	2024	21%	15%	22%	9%	23%	24%	*	-	-	57%	7%	20%	22%	25%	19%	*
	2023	20%	13%	20%	20%	20%	18%	-	*	-	*	10%	*	20%	24%	23%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	68%	55%	71%	68%	*	-	-	71%	40%	80%	66%	71%	63%	*
	2023	73%	72%	85%	85%	80%	88%	-	*	-	*	65%	*	83%	94%	83%	86%
At Meets Grade Level or Above	2024	42%	32%	33%	14%	38%	38%	*	-	-	43%	5%	20%	34%	32%	28%	*
	2023	45%	41%	55%	45%	53%	58%	-	*	-	*	40%	*	52%	71%	53%	71%
At Masters Grade Level	2024	15%	11%	14%	5%	14%	18%	*	-	-	29%	5%	20%	14%	14%	15%	*
	2023	19%	13%	18%	20%	13%	18%	-	*	-	*	15%	*	17%	24%	18%	43%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	79%	70%	78%	88%	-	*	-	60%	52%	*	82%	71%	74%	88%
	2023	77%	72%	76%	58%	79%	82%	-	*	-	80%	45%	*	80%	69%	70%	*
At Meets Grade Level or Above	2024	51%	39%	39%	22%	43%	38%	-	*	-	60%	21%	*	39%	39%	36%	50%
	2023	48%	36%	35%	16%	30%	47%	-	*	-	60%	9%	*	41%	22%	30%	*
At Masters Grade Level	2024	23%	15%	18%	4%	20%	18%	-	*	-	20%	9%	*	18%	16%	17%	25%
	2023	22%	15%	18%	0%	9%	32%	-	*	-	40%	3%	*	20%	13%	11%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	62%	52%	59%	74%	-	*	-	40%	27%	*	70%	42%	58%	75%
	2023	71%	62%	64%	47%	53%	82%	-	*	-	80%	36%	*	70%	50%	59%	*
At Meets Grade Level or Above	2024	46%	36%	32%	22%	35%	29%	-	*	-	40%	15%	*	35%	23%	30%	50%
	2023	48%	38%	37%	16%	21%	62%	-	*	-	80%	12%	*	41%	28%	29%	*
At Masters Grade Level	2024	21%	13%	11%	4%	10%	15%	-	*	-	0%	9%	*	12%	6%	10%	25%
	2023	22%	17%	13%	0%	7%	21%	-	*	-	40%	3%	*	16%	6%	5%	*
All Grades All Subjects																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	75%	63%	70%	58%	70%	76%	*	*	-	67%	40%	67%	71%	65%	65%	70%
	2023	76%	65%	77%	63%	74%	86%	-	100%	-	88%	50%	67%	79%	70%	72%	75%
At Meets Grade Level or Above	2024	48%	32%	37%	21%	41%	37%	*	*	-	50%	13%	25%	38%	35%	33%	40%
	2023	49%	34%	46%	31%	41%	55%	-	100%	-	81%	22%	33%	49%	39%	42%	50%
At Masters Grade Level	2024	20%	10%	16%	6%	17%	18%	*	*	-	29%	7%	17%	17%	15%	15%	20%
	2023	20%	11%	17%	10%	12%	22%	-	83%	-	38%	7%	17%	18%	14%	14%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	74%	62%	75%	81%	*	*	-	75%	46%	67%	74%	75%	69%	70%
	2023	77%	67%	80%	59%	82%	87%	-	*	-	88%	54%	*	81%	76%	75%	80%
At Meets Grade Level or Above	2024	54%	39%	41%	24%	46%	40%	*	*	-	58%	17%	33%	41%	42%	37%	40%
	2023	53%	38%	46%	31%	45%	51%	-	*	-	75%	22%	*	50%	35%	44%	50%
At Masters Grade Level	2024	22%	12%	20%	7%	22%	21%	*	*	-	42%	8%	17%	20%	20%	18%	20%
	2023	20%	11%	19%	10%	14%	25%	-	*	-	38%	6%	*	20%	16%	17%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	65%	53%	66%	71%	*	*	-	58%	35%	67%	68%	56%	61%	70%
	2023	75%	65%	74%	67%	66%	85%	-	*	-	88%	47%	*	77%	65%	70%	70%
At Meets Grade Level or Above	2024	43%	27%	33%	18%	36%	34%	*	*	-	42%	9%	17%	34%	27%	29%	40%
	2023	45%	31%	46%	31%	36%	60%	-	*	-	88%	23%	*	47%	43%	40%	50%
At Masters Grade Level	2024	17%	8%	12%	4%	12%	16%	*	*	-	17%	7%	17%	13%	10%	12%	20%
	2023	19%	11%	16%	10%	10%	19%	-	*	-	38%	8%	*	17%	12%	11%	30%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	27%	32%	14%	36%	35%	*	-	-	43%	5%	20%	33%	29%	26%	*
	2023	37%	33%	46%	30%	48%	45%	-	*	-	*	35%	*	44%	53%	44%	43%
Reading and Mathematics Including EOC	2024	35%	27%	32%	14%	36%	35%	*	-	-	43%	5%	20%	33%	29%	26%	*
	2023	37%	33%	46%	30%	48%	45%	-	*	-	*	35%	*	44%	53%	44%	43%
Reading Including EOC	2024	48%	36%	44%	27%	49%	41%	*	-	-	57%	14%	40%	43%	46%	39%	*
	2023	50%	45%	58%	45%	61%	55%	-	*	-	*	43%	*	57%	59%	59%	57%
Math Including EOC	2024	42%	32%	33%	14%	38%	38%	*	-	-	43%	5%	20%	34%	32%	28%	*
	2023	45%	41%	55%	45%	53%	58%	-	*	-	*	40%	*	52%	71%	53%	71%
4th Graders																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2024	38%	27%	27%	13%	29%	26%	-	*	-	40%	15%	*	30%	16%	25%	38%
	2023	38%	28%	28%	11%	16%	47%	-	*	-	60%	6%	*	31%	22%	21%	*
Reading and Mathematics Including EOC	2024	38%	27%	27%	13%	29%	26%	-	*	-	40%	15%	*	30%	16%	25%	38%
	2023	38%	28%	28%	11%	16%	47%	-	*	-	60%	6%	*	31%	22%	21%	*
Reading Including EOC	2024	51%	39%	39%	22%	43%	38%	-	*	-	60%	21%	*	39%	39%	36%	50%
	2023	48%	36%	35%	16%	30%	47%	-	*	-	60%	9%	*	41%	22%	30%	*
Math Including EOC	2024	46%	36%	32%	22%	35%	29%	-	*	-	40%	15%	*	35%	23%	30%	50%
	2023	48%	38%	37%	16%	21%	62%	-	*	-	80%	12%	*	41%	28%	29%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	29%	13%	32%	31%	*	*	-	42%	9%	17%	32%	22%	26%	30%
	2023	37%	24%	37%	21%	31%	46%	-	*	-	75%	17%	*	38%	33%	32%	30%
Reading and Mathematics Including EOC	2024	38%	24%	29%	13%	32%	31%	*	*	-	42%	9%	17%	32%	22%	26%	30%
	2023	39%	25%	37%	21%	31%	46%	-	*	-	75%	17%	*	38%	33%	32%	30%
Reading Including EOC	2024	54%	39%	41%	24%	46%	40%	*	*	-	58%	17%	33%	41%	42%	37%	40%
	2023	53%	39%	46%	31%	45%	51%	-	*	-	75%	22%	*	50%	35%	44%	50%
Math Including EOC	2024	45%	29%	33%	18%	36%	34%	*	*	-	42%	9%	17%	34%	27%	29%	40%
	2023	47%	32%	46%	31%	36%	60%	-	*	-	88%	23%	*	47%	43%	40%	50%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	61%	57%	48%	61%	55%	-	*	-	*	52%	*	53%	69%	55%	75%
	2023	55%	50%	45%	39%	41%	50%	-	*	-	*	37%	*	43%	50%	41%	*
Grade 4 Mathematics	2024	60%	54%	44%	39%	51%	39%	-	*	-	30%	38%	*	42%	50%	46%	44%
	2023	63%	59%	45%	39%	38%	51%	-	*	-	*	35%	*	39%	59%	41%	*
All Grades Both Subjects	2024	64%	55%	50%	43%	56%	47%	-	*	-	44%	45%	*	48%	59%	51%	59%
	2023	64%	56%	45%	39%	40%	51%	-	*	-	63%	36%	*	41%	54%	41%	25%
All Grades ELA/Reading	2024	67%	59%	57%	48%	61%	55%	-	*	-	*	52%	*	53%	69%	55%	75%
	2023	63%	53%	45%	39%	41%	50%	-	*	-	*	37%	*	43%	50%	41%	*
All Grades Mathematics	2024	60%	50%	44%	39%	51%	39%	-	*	-	30%	38%	*	42%	50%	46%	44%
	2023	66%	59%	45%	39%	38%	51%	-	*	-	*	35%	*	39%	59%	41%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	32%	36%	27%	*	-	-	-	*	19%	*	29%	36%	25%	*
	2023	33%	33%	23%	22%	13%	*	-	-	-	*	18%	-	11%	31%	19%	-
Grade 4 Mathematics	2024	26%	27%	12%	0%	8%	40%	-	-	-	*	6%	-	13%	11%	14%	*
	2023	27%	26%	14%	10%	14%	*	-	-	-	*	12%	-	10%	17%	14%	*
All Grades Both Subjects	2024	32%	28%	23%	24%	17%	44%	-	-	-	*	12%	*	21%	25%	20%	20%
	2023	38%	32%	18%	16%	13%	38%	-	-	-	*	15%	-	11%	24%	17%	*
All Grades ELA/Reading	2024	30%	26%	32%	36%	27%	*	-	-	-	*	19%	*	29%	36%	25%	*
	2023	35%	30%	23%	22%	13%	*	-	-	-	*	18%	-	11%	31%	19%	-
All Grades Mathematics	2024	35%	29%	12%	0%	8%	40%	-	-	-	*	6%	-	13%	11%	14%	*
	2023	40%	33%	14%	10%	14%	*	-	-	-	*	12%	-	10%	17%	14%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	70%	-	-	-	-	-	-	70%	70%	-	-	-	70%	70%	-
	2023	76%	65%	77%	-	-	-	-	-	-	75%	75%	-	-	75%	77%	75%	*
At Meets Grade Level or Above	2024	48%	32%	37%	-	-	-	-	-	-	40%	40%	-	-	-	37%	40%	-
	2023	49%	34%	46%	-	-	-	-	-	-	50%	50%	-	-	50%	46%	50%	*
At Masters Grade Level	2024	20%	10%	16%	-	-	-	-	-	-	20%	20%	-	-	-	16%	20%	-
	2023	20%	11%	17%	-	-	-	-	-	-	33%	33%	-	-	0%	17%	20%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	74%	-	-	-	-	-	-	70%	70%	-	-	-	75%	70%	-
	2023	77%	67%	80%	-	-	-	-	-	-	83%	83%	-	-	*	80%	80%	*
At Meets Grade Level or Above	2024	54%	39%	41%	-	-	-	-	-	-	40%	40%	-	-	-	42%	40%	-
	2023	53%	38%	46%	-	-	-	-	-	-	33%	33%	-	-	*	46%	50%	*
At Masters Grade Level	2024	22%	12%	20%	-	-	-	-	-	-	20%	20%	-	-	-	20%	20%	-
	2023	20%	11%	19%	-	-	-	-	-	-	17%	17%	-	-	*	19%	10%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	65%	-	-	-	-	-	-	70%	70%	-	-	-	65%	70%	-
	2023	75%	65%	74%	-	-	-	-	-	-	67%	67%	-	-	*	75%	70%	*
At Meets Grade Level or Above	2024	43%	27%	33%	-	-	-	-	-	-	40%	40%	-	-	-	32%	40%	-
	2023	45%	31%	46%	-	-	-	-	-	-	67%	67%	-	-	*	46%	50%	*
At Masters Grade Level	2024	17%	8%	12%	-	-	-	-	-	-	20%	20%	-	-	-	12%	20%	-
	2023	19%	11%	16%	-	-	-	-	-	-	50%	50%	-	-	*	15%	30%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	50%	-	-	-	-	-	-	59%	59%	-	-	-	50%	59%	-
	2023	64%	56%	45%	-	-	-	-	-	-	*	*	-	-	*	46%	25%	*
All Grades ELA/Reading	2024	67%	59%	57%	-	-	-	-	-	-	75%	75%	-	-	-	56%	75%	-
	2023	63%	53%	45%	-	-	-	-	-	-	*	*	-	-	*	46%	*	*
All Grades Mathematics	2024	60%	50%	44%	-	-	-	-	-	-	44%	44%	-	-	-	44%	44%	-
	2023	66%	59%	45%	-	-	-	-	-	-	*	*	-	-	*	46%	*	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	23%	-	-	-	-	-	-	20%	20%	-	-	-	23%	20%	-
	2023	38%	32%	18%	-	-	-	-	-	-	-	-	-	-	*	17%	*	*
All Grades ELA/Reading	2024	30%	26%	32%	-	-	-	-	-	-	*	*	-	-	-	32%	*	-
	2023	35%	30%	23%	-	-	-	-	-	-	-	-	-	-	-	24%	-	*
All Grades Mathematics	2024	35%	29%	12%	-	-	-	-	-	-	*	*	-	-	-	13%	*	-
	2023	40%	33%	14%	-	-	-	-	-	-	-	-	-	-	*	10%	*	*

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	96%	94%	98%	94%	*	*	-	92%	94%	100%	98%	89%	96%	91%
Not Included in Accountability: Mobile	4%	5%	3%	6%	1%	4%	*	*	-	8%	4%	0%	1%	9%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	1%	*	*	-	0%	1%	0%	1%	2%	1%	9%
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	96%	94%	98%	94%	*	*	-	92%	95%	100%	98%	89%	97%	91%
Not Included in Accountability: Mobile	4%	5%	3%	6%	1%	4%	*	*	-	8%	4%	0%	1%	9%	3%	0%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	1%	1%	*	*	-	0%	1%	0%	1%	2%	1%	9%
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	100%	*	*	-	100%	99%	100%	99%	100%	99%	100%
Included in Accountability	93%	93%	95%	94%	97%	94%	*	*	-	92%	94%	100%	98%	89%	96%	91%
Not Included in Accountability: Mobile	5%	5%	3%	6%	1%	4%	*	*	-	8%	4%	0%	1%	9%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	*	*	-	0%	1%	0%	1%	2%	1%	9%
Not Tested	1%	1%	0%	0%	1%	0%	*	*	-	0%	1%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	*	*	-	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	99%	99%	-	100%	-	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	93%	93%	93%	93%	-	100%	-	100%	86%	100%	96%	86%	94%	91%
Not Included in Accountability: Mobile	4%	5%	6%	7%	7%	6%	-	0%	-	0%	12%	0%	3%	14%	6%	9%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	0%	1%	1%	-	0%	-	0%	2%	0%	1%	0%	1%	0%
Absent	1%	2%	0%	0%	1%	1%	-	0%	-	0%	2%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	92%	93%	93%	93%	93%	-	*	-	100%	87%	*	96%	86%	94%	91%
Not Included in Accountability: Mobile	4%	5%	7%	7%	7%	7%	-	*	-	0%	13%	*	4%	14%	6%	9%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	100%	99%	99%	-	*	-	100%	97%	*	99%	100%	99%	100%
Included in Accountability	94%	92%	93%	93%	92%	93%	-	*	-	100%	85%	*	96%	86%	93%	91%
Not Included in Accountability: Mobile	5%	5%	6%	7%	7%	6%	-	*	-	0%	11%	*	3%	14%	6%	9%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	1%	1%	-	*	-	0%	3%	*	1%	0%	1%	0%
Absent	1%	1%	1%	0%	1%	1%	-	*	-	0%	3%	*	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	92.9%	92.0%	93.2%	92.6%	-	*	-	94.5%	91.6%	92.1%	93.8%
2021-22	92.2%	89.6%	92.9%	93.6%	92.6%	92.9%	*	*	-	92.3%	92.8%	92.6%	94.1%
Chronic Absenteeism													
2022-23	20.3%	30.8%	23.1%	33.7%	19.5%	24.6%	-	*	-	4.8%	28.8%	27.6%	21.4%
2021-22	25.7%	35.2%	22.0%	18.9%	21.8%	22.8%	*	*	-	31.3%	22.1%	23.4%	16.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	537	100.0%	7,822	5,517,464	537	100.0%	7,874	5,531,236
Students by Grade								
Kindergarten	88	16.4%	6.1%	6.5%	88	16.4%	6.1%	6.5%
Grade 1	89	16.6%	6.6%	7.0%	89	16.6%	6.6%	7.0%
Grade 2	116	21.6%	7.1%	7.3%	116	21.6%	7.1%	7.3%
Grade 3	126	23.5%	7.3%	7.2%	126	23.5%	7.2%	7.2%
Grade 4	118	22.0%	7.1%	7.2%	118	22.0%	7.1%	7.2%
Ethnic Distribution								
African American	101	18.8%	29.2%	12.8%	101	18.8%	29.2%	12.8%
Hispanic	256	47.7%	46.6%	53.2%	256	47.7%	46.7%	53.2%
White	142	26.4%	18.4%	25.0%	142	26.4%	18.4%	25.0%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	4	0.7%	0.4%	5.4%	4	0.7%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	32	6.0%	5.2%	3.1%	32	6.0%	5.2%	3.1%
Sex								
Female	242	45.1%	48.7%	48.9%	242	45.1%	48.7%	48.8%
Male	295	54.9%	51.3%	51.1%	295	54.9%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	396	73.7%	82.8%	62.3%	396	73.7%	82.8%	62.2%
Non-Educationally Disadvantaged	141	26.3%	17.2%	37.7%	141	26.3%	17.2%	37.8%
Section 504 Students	14	2.6%	5.1%	7.2%	14	2.6%	5.1%	7.2%
EB Students/EL	23	4.3%	13.9%	24.4%	23	4.3%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	6.2%	1.9%				
Students w/ Dyslexia	44	8.2%	6.1%	6.0%	44	8.2%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	23	4.3%	3.6%	1.4%	23	4.3%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	537	100.0%	66.3%	65.7%	537	100.0%	66.4%	65.7%
Military Connected	5	0.9%	0.7%	3.9%	5	0.9%	0.7%	3.9%
At-Risk	183	34.1%	54.9%	53.2%	183	34.1%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	21	3.9%	13.8%	24.5%	21	3.9%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	53	9.9%	6.0%	8.5%	53	9.9%	6.0%	8.5%

Texas Education Agency
2023-24 Student Information (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Special Education	139	25.9%	20.8%	13.9%	139	25.9%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	139							
Students with Intellectual Disabilities	56	40.3%	50.9%	45.7%				
Students with Physical Disabilities	34	24.5%	13.3%	18.9%				
Students with Autism	**	**	17.0%	16.2%				
Students with Behavioral Disabilities	25	18.0%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	78	16.0%	24.6%	16.1%				
African American	15	3.1%	9.9%	3.4%				
Hispanic	39	8.0%	9.7%	8.5%				
White	21	4.3%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.9%	0.5%				
Special Ed Students who are Mobile	29	19.5%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	5	31.3%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	66	17.6%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	93	21.8%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.5%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	2.0%	2.1%	0.0%	1.5%	3.3%
Grade 2	0.0%	2.1%	1.3%	0.0%	1.2%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.5%	0.4%	2.9%	1.9%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	21.3	20.0	18.4
Grade 1	21.3	20.5	18.8
Grade 2	22.8	21.3	19.1
Grade 3	20.0	19.3	19.4
Grade 4	21.6	21.5	19.4

Texas Education Agency
2023-24 Staff Information (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	55.7	100.0%	100.0%	100.0%
Professional Staff	45.6	81.9%	59.2%	63.9%
Teachers	36.0	64.7%	42.0%	48.3%
Professional Support	7.6	13.7%	12.0%	11.1%
Campus Administration (School Leadership)	2.0	3.6%	3.8%	3.3%
Educational Aides	10.1	18.1%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	22.0	39.5%	60.3%	54.4%
Teachers by Ethnicity				
African American	7.0	19.4%	32.1%	12.6%
Hispanic	3.0	8.3%	17.3%	30.1%
White	24.0	66.7%	48.1%	53.4%
American Indian	1.0	2.8%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.8%	0.9%	1.3%
Teachers by Sex				
Males	2.0	5.6%	27.5%	24.5%
Females	34.0	94.4%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	1.0	2.8%	2.2%	2.5%
Bachelors	29.0	80.6%	76.2%	71.7%
Masters	6.0	16.7%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.0	13.9%	12.5%	8.7%
1-5 Years Experience	12.0	33.3%	33.8%	27.4%
6-10 Years Experience	7.0	19.4%	19.8%	20.2%
11-20 Years Experience	10.0	27.8%	21.3%	27.1%
21-30 Years Experience	1.0	2.8%	9.8%	13.7%
Over 30 Years Experience	1.0	2.8%	2.9%	3.0%
Number of Students per Teacher	14.9	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.0	6.5	6.0
Average Years Experience of Principals with District	8.0	4.8	5.1
Average Years Experience of Assistant Principals	2.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	7.9	9.2	11.1
Average Years Experience of Teachers with District	5.4	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$60,590	\$60,927	\$54,272
1-5 Years Experience	\$61,475	\$61,873	\$58,185
6-10 Years Experience	\$59,600	\$64,029	\$61,494
11-20 Years Experience	\$65,190	\$66,521	\$65,219
21-30 Years Experience	\$67,950	\$70,632	\$69,723
Over 30 Years Experience	\$72,350	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$62,501	\$64,166	\$62,474
Professional Support	\$69,673	\$79,083	\$73,783
Campus Administration (School Leadership)	\$92,971	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	2.0	5.6%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	26.2	72.9%	71.2%	69.8%
Special Education	7.8	21.6%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
MANUEL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: ROOSEVELT-WILSON EL

Campus Number: 084906105

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	65%	42%	75%	65%	-	-	-	*	36%	*	66%	63%	63%	83%
	2023	76%	75%	79%	69%	82%	86%	-	-	-	60%	46%	*	77%	88%	78%	84%
At Meets Grade Level or Above	2024	48%	36%	33%	13%	37%	52%	-	-	-	*	21%	*	37%	21%	29%	38%
	2023	50%	45%	42%	25%	41%	64%	-	-	-	40%	19%	*	41%	44%	41%	42%
At Masters Grade Level	2024	21%	15%	16%	0%	17%	35%	-	-	-	*	0%	*	17%	13%	13%	17%
	2023	20%	13%	5%	6%	7%	0%	-	-	-	0%	0%	*	5%	6%	4%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	72%	46%	80%	83%	-	-	-	*	43%	*	75%	63%	66%	83%
	2023	73%	72%	82%	69%	84%	93%	-	-	-	80%	58%	*	81%	88%	81%	95%
At Meets Grade Level or Above	2024	42%	32%	31%	17%	30%	52%	-	-	-	*	21%	*	31%	29%	26%	25%
	2023	45%	41%	42%	6%	48%	50%	-	-	-	60%	19%	*	47%	19%	39%	47%
At Masters Grade Level	2024	15%	11%	11%	4%	12%	17%	-	-	-	*	4%	*	10%	13%	7%	4%
	2023	19%	13%	14%	6%	14%	29%	-	-	-	0%	4%	*	13%	19%	14%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	88%	58%	91%	100%	-	-	-	86%	69%	*	89%	86%	87%	94%
	2023	77%	72%	77%	46%	71%	100%	-	-	-	100%	48%	*	78%	76%	74%	83%
At Meets Grade Level or Above	2024	51%	39%	47%	25%	49%	58%	-	-	-	43%	19%	*	48%	45%	46%	61%
	2023	48%	36%	42%	0%	36%	70%	-	-	-	60%	15%	*	41%	44%	35%	44%
At Masters Grade Level	2024	23%	15%	14%	0%	14%	16%	-	-	-	29%	4%	*	17%	7%	18%	17%
	2023	22%	15%	17%	0%	16%	30%	-	-	-	0%	3%	*	20%	8%	13%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	77%	42%	79%	95%	-	-	-	71%	46%	*	82%	66%	73%	89%
	2023	71%	62%	72%	54%	66%	93%	-	-	-	80%	39%	*	74%	68%	68%	83%
At Meets Grade Level or Above	2024	46%	36%	40%	8%	47%	42%	-	-	-	29%	15%	*	47%	24%	37%	67%
	2023	48%	38%	47%	15%	38%	78%	-	-	-	60%	15%	*	49%	40%	39%	50%
At Masters Grade Level	2024	21%	13%	18%	0%	18%	26%	-	-	-	29%	4%	*	20%	14%	18%	22%
	2023	22%	17%	26%	0%	23%	41%	-	-	-	40%	3%	*	28%	20%	22%	28%
All Grades All Subjects																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	75%	63%	75%	46%	81%	85%	-	-	-	68%	48%	100%	77%	70%	71%	87%
	2023	76%	65%	78%	60%	76%	94%	-	-	-	80%	47%	100%	77%	78%	75%	86%
At Meets Grade Level or Above	2024	48%	32%	37%	15%	41%	51%	-	-	-	23%	19%	60%	40%	30%	34%	45%
	2023	49%	34%	43%	12%	41%	68%	-	-	-	55%	17%	25%	44%	38%	38%	46%
At Masters Grade Level	2024	20%	10%	15%	1%	15%	24%	-	-	-	18%	3%	30%	16%	11%	13%	14%
	2023	20%	11%	16%	3%	15%	28%	-	-	-	10%	3%	0%	17%	13%	13%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	76%	47%	83%	81%	-	-	-	73%	52%	100%	76%	75%	73%	88%
	2023	77%	67%	78%	59%	77%	95%	-	-	-	80%	47%	*	77%	80%	76%	84%
At Meets Grade Level or Above	2024	54%	39%	40%	17%	43%	55%	-	-	-	27%	20%	80%	42%	34%	37%	48%
	2023	53%	38%	42%	14%	38%	68%	-	-	-	50%	17%	*	41%	44%	38%	43%
At Masters Grade Level	2024	22%	12%	15%	0%	15%	26%	-	-	-	18%	2%	60%	17%	9%	15%	17%
	2023	20%	11%	11%	3%	12%	20%	-	-	-	0%	2%	*	13%	7%	9%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	74%	44%	79%	88%	-	-	-	64%	44%	100%	78%	64%	69%	86%
	2023	75%	65%	77%	62%	75%	93%	-	-	-	80%	47%	*	77%	76%	74%	89%
At Meets Grade Level or Above	2024	43%	27%	35%	14%	38%	48%	-	-	-	18%	19%	40%	38%	26%	31%	43%
	2023	45%	31%	44%	10%	43%	68%	-	-	-	60%	17%	*	48%	32%	39%	49%
At Masters Grade Level	2024	17%	8%	14%	3%	15%	21%	-	-	-	18%	4%	0%	14%	13%	12%	12%
	2023	19%	11%	20%	3%	19%	37%	-	-	-	20%	3%	*	21%	20%	18%	22%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	27%	25%	8%	27%	43%	-	-	-	*	14%	*	29%	13%	22%	21%
	2023	37%	33%	26%	6%	29%	36%	-	-	-	40%	12%	*	28%	19%	24%	32%
Reading and Mathematics Including EOC	2024	35%	27%	25%	8%	27%	43%	-	-	-	*	14%	*	29%	13%	22%	21%
	2023	37%	33%	26%	6%	29%	36%	-	-	-	40%	12%	*	28%	19%	24%	32%
Reading Including EOC	2024	48%	36%	33%	13%	37%	52%	-	-	-	*	21%	*	37%	21%	29%	38%
	2023	50%	45%	42%	25%	41%	64%	-	-	-	40%	19%	*	41%	44%	41%	42%
Math Including EOC	2024	42%	32%	31%	17%	30%	52%	-	-	-	*	21%	*	31%	29%	26%	25%
	2023	45%	41%	42%	6%	48%	50%	-	-	-	60%	19%	*	47%	19%	39%	47%
4th Graders																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2024	38%	27%	29%	0%	35%	32%	-	-	-	29%	8%	*	33%	21%	27%	50%
	2023	38%	28%	37%	0%	29%	67%	-	-	-	60%	12%	*	38%	32%	29%	39%
Reading and Mathematics Including EOC	2024	38%	27%	29%	0%	35%	32%	-	-	-	29%	8%	*	33%	21%	27%	50%
	2023	38%	28%	37%	0%	29%	67%	-	-	-	60%	12%	*	38%	32%	29%	39%
Reading Including EOC	2024	51%	39%	47%	25%	49%	58%	-	-	-	43%	19%	*	48%	45%	46%	61%
	2023	48%	36%	42%	0%	36%	70%	-	-	-	60%	15%	*	41%	44%	35%	44%
Math Including EOC	2024	46%	36%	40%	8%	47%	42%	-	-	-	29%	15%	*	47%	24%	37%	67%
	2023	48%	38%	47%	15%	38%	78%	-	-	-	60%	15%	*	49%	40%	39%	50%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	27%	6%	31%	38%	-	-	-	18%	11%	40%	31%	17%	24%	33%
	2023	37%	24%	32%	3%	29%	56%	-	-	-	50%	12%	*	33%	27%	27%	35%
Reading and Mathematics Including EOC	2024	38%	24%	27%	6%	31%	38%	-	-	-	18%	11%	40%	31%	17%	24%	33%
	2023	39%	25%	32%	3%	29%	56%	-	-	-	50%	12%	*	33%	27%	27%	35%
Reading Including EOC	2024	54%	39%	40%	17%	43%	55%	-	-	-	27%	20%	80%	42%	34%	37%	48%
	2023	53%	39%	42%	14%	38%	68%	-	-	-	50%	17%	*	41%	44%	38%	43%
Math Including EOC	2024	45%	29%	35%	14%	38%	48%	-	-	-	18%	19%	40%	38%	26%	31%	43%
	2023	47%	32%	44%	10%	43%	68%	-	-	-	60%	17%	*	48%	32%	39%	49%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	61%	73%	38%	74%	87%	-	-	-	90%	67%	*	75%	68%	75%	86%
	2023	55%	50%	64%	50%	59%	82%	-	-	-	60%	48%	*	64%	63%	64%	64%
Grade 4 Mathematics	2024	60%	54%	60%	25%	69%	63%	-	-	-	30%	38%	*	63%	54%	56%	72%
	2023	63%	59%	71%	65%	66%	86%	-	-	-	70%	56%	*	72%	70%	70%	81%
All Grades Both Subjects	2024	64%	55%	66%	31%	71%	75%	-	-	-	60%	52%	*	69%	61%	65%	79%
	2023	64%	56%	68%	58%	63%	84%	-	-	-	65%	52%	92%	68%	66%	67%	72%
All Grades ELA/Reading	2024	67%	59%	73%	38%	74%	87%	-	-	-	90%	67%	*	75%	68%	75%	86%
	2023	63%	53%	64%	50%	59%	82%	-	-	-	60%	48%	*	64%	63%	64%	64%
All Grades Mathematics	2024	60%	50%	60%	25%	69%	63%	-	-	-	30%	38%	*	63%	54%	56%	72%
	2023	66%	59%	71%	65%	66%	86%	-	-	-	70%	56%	*	72%	70%	70%	81%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	60%	20%	64%	*	-	-	-	*	54%	-	71%	33%	56%	*
	2023	33%	33%	45%	36%	42%	*	-	-	-	-	32%	*	48%	38%	47%	67%
Grade 4 Mathematics	2024	26%	27%	35%	0%	42%	*	-	-	-	*	22%	*	30%	40%	38%	*
	2023	27%	26%	35%	38%	30%	60%	-	-	-	*	18%	*	38%	27%	34%	57%
All Grades Both Subjects	2024	32%	28%	48%	10%	52%	*	-	-	-	*	41%	*	54%	38%	47%	*
	2023	38%	32%	40%	37%	36%	75%	-	-	-	*	25%	100%	43%	32%	40%	62%
All Grades ELA/Reading	2024	30%	26%	60%	20%	64%	*	-	-	-	*	54%	-	71%	33%	56%	*
	2023	35%	30%	45%	36%	42%	*	-	-	-	-	32%	*	48%	38%	47%	67%
All Grades Mathematics	2024	35%	29%	35%	0%	42%	*	-	-	-	*	22%	*	30%	40%	38%	*
	2023	40%	33%	35%	38%	30%	60%	-	-	-	*	18%	*	38%	27%	34%	57%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	75%	89%	-	-	-	-	89%	63%	-	63%	*	*	72%	87%	-
	2023	76%	65%	78%	86%	-	-	-	-	86%	*	-	-	*	-	75%	86%	-
At Meets Grade Level or Above	2024	48%	32%	37%	49%	-	-	-	-	49%	13%	-	13%	*	*	35%	45%	-
	2023	49%	34%	43%	44%	-	-	-	-	44%	*	-	-	*	-	42%	46%	-
At Masters Grade Level	2024	20%	10%	15%	16%	-	-	-	-	16%	0%	-	0%	*	*	15%	14%	-
	2023	20%	11%	16%	15%	-	-	-	-	15%	*	-	-	*	-	15%	18%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	76%	92%	-	-	-	-	92%	*	-	*	*	*	73%	88%	-
	2023	77%	67%	78%	83%	-	-	-	-	83%	*	-	-	*	-	77%	84%	-
At Meets Grade Level or Above	2024	54%	39%	40%	51%	-	-	-	-	51%	*	-	*	*	*	38%	48%	-
	2023	53%	38%	42%	42%	-	-	-	-	42%	*	-	-	*	-	41%	43%	-
At Masters Grade Level	2024	22%	12%	15%	19%	-	-	-	-	19%	*	-	*	*	*	15%	17%	-
	2023	20%	11%	11%	11%	-	-	-	-	11%	*	-	-	*	-	11%	14%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	74%	86%	-	-	-	-	86%	*	-	*	*	*	71%	86%	-
	2023	75%	65%	77%	89%	-	-	-	-	89%	*	-	-	*	-	74%	89%	-
At Meets Grade Level or Above	2024	43%	27%	35%	46%	-	-	-	-	46%	*	-	*	*	*	33%	43%	-
	2023	45%	31%	44%	47%	-	-	-	-	47%	*	-	-	*	-	43%	49%	-
At Masters Grade Level	2024	17%	8%	14%	14%	-	-	-	-	14%	*	-	*	*	*	15%	12%	-
	2023	19%	11%	20%	19%	-	-	-	-	19%	*	-	-	*	-	20%	22%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	66%	79%	-	-	-	-	79%	-	-	-	-	-	63%	79%	-
	2023	64%	56%	68%	71%	-	-	-	-	71%	*	-	-	*	-	67%	72%	-
All Grades ELA/Reading	2024	67%	59%	73%	86%	-	-	-	-	86%	-	-	-	-	-	70%	86%	-
	2023	63%	53%	64%	62%	-	-	-	-	62%	*	-	-	*	-	64%	64%	-
All Grades Mathematics	2024	60%	50%	60%	72%	-	-	-	-	72%	-	-	-	-	-	57%	72%	-
	2023	66%	59%	71%	79%	-	-	-	-	79%	*	-	-	*	-	69%	81%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	48%	*	-	-	-	-	*	-	-	-	-	-	47%	*	-
	2023	38%	32%	40%	62%	-	-	-	-	62%	-	-	-	-	-	35%	62%	-
All Grades ELA/Reading	2024	30%	26%	60%	*	-	-	-	-	*	-	-	-	-	-	59%	*	-
	2023	35%	30%	45%	67%	-	-	-	-	67%	-	-	-	-	-	41%	67%	-
All Grades Mathematics	2024	35%	29%	35%	*	-	-	-	-	*	-	-	-	-	-	37%	*	-
	2023	40%	33%	35%	57%	-	-	-	-	57%	-	-	-	-	-	30%	57%	-

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	88%	80%	92%	84%	*	-	-	92%	92%	100%	94%	73%	90%	98%
Not Included in Accountability: Mobile	4%	5%	12%	20%	8%	16%	*	-	-	8%	8%	0%	6%	27%	10%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	88%	80%	92%	84%	*	-	-	92%	92%	100%	94%	73%	90%	98%
Not Included in Accountability: Mobile	4%	5%	12%	20%	8%	16%	*	-	-	8%	8%	0%	6%	27%	10%	2%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	88%	80%	92%	84%	*	-	-	92%	92%	100%	94%	73%	90%	98%
Not Included in Accountability: Mobile	5%	5%	12%	20%	8%	16%	*	-	-	8%	8%	0%	6%	27%	10%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	92%	88%	92%	93%	-	-	-	100%	92%	67%	97%	76%	95%	100%
Not Included in Accountability: Mobile	4%	5%	8%	12%	8%	7%	-	-	-	0%	8%	33%	3%	24%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

																	EB / EL (Current & Monitored)
	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv		
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Reading																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%		100%
Included in Accountability	92%	92%	92%	88%	92%	93%	-	-	-	100%	92%	67%	97%	76%	95%		100%
Not Included in Accountability: Mobile	4%	5%	8%	12%	8%	7%	-	-	-	0%	8%	33%	3%	24%	5%		0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Mathematics																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%		100%
Included in Accountability	94%	92%	92%	88%	92%	93%	-	-	-	100%	92%	67%	97%	76%	95%		100%
Not Included in Accountability: Mobile	5%	5%	8%	12%	8%	7%	-	-	-	0%	8%	33%	3%	24%	5%		0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	92.8%	92.5%	92.2%	93.9%	-	-	-	95.9%	91.9%	92.4%	93.4%
2021-22	92.2%	89.6%	93.7%	92.7%	93.8%	93.7%	*	-	-	94.9%	91.9%	93.3%	94.2%
Chronic Absenteeism													
2022-23	20.3%	30.8%	22.6%	24.3%	25.4%	17.5%	-	-	-	5.6%	26.4%	24.3%	20.4%
2021-22	25.7%	35.2%	21.6%	25.0%	21.1%	22.2%	*	-	-	15.4%	32.5%	23.5%	20.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	466	100.0%	7,822	5,517,464	466	100.0%	7,874	5,531,236
Students by Grade								
Kindergarten	81	17.4%	6.1%	6.5%	81	17.4%	6.1%	6.5%
Grade 1	79	17.0%	6.6%	7.0%	79	17.0%	6.6%	7.0%
Grade 2	93	20.0%	7.1%	7.3%	93	20.0%	7.1%	7.3%
Grade 3	116	24.9%	7.3%	7.2%	116	24.9%	7.2%	7.2%
Grade 4	97	20.8%	7.1%	7.2%	97	20.8%	7.1%	7.2%
Ethnic Distribution								
African American	93	20.0%	29.2%	12.8%	93	20.0%	29.2%	12.8%
Hispanic	230	49.4%	46.6%	53.2%	230	49.4%	46.7%	53.2%
White	114	24.5%	18.4%	25.0%	114	24.5%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	29	6.2%	5.2%	3.1%	29	6.2%	5.2%	3.1%
Sex								
Female	227	48.7%	48.7%	48.9%	227	48.7%	48.7%	48.8%
Male	239	51.3%	51.3%	51.1%	239	51.3%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	362	77.7%	82.8%	62.3%	362	77.7%	82.8%	62.2%
Non-Educationally Disadvantaged	104	22.3%	17.2%	37.7%	104	22.3%	17.2%	37.8%
Section 504 Students	8	1.7%	5.1%	7.2%	8	1.7%	5.1%	7.2%
EB Students/EL	90	19.3%	13.9%	24.4%	90	19.3%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	6.2%	1.9%				
Students w/ Dyslexia	39	8.4%	6.1%	6.0%	39	8.4%	6.1%	6.0%
Foster Care	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Homeless	16	3.4%	3.6%	1.4%	16	3.4%	3.6%	1.4%
Immigrant	1	0.2%	0.2%	2.9%	1	0.2%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	466	100.0%	66.3%	65.7%	466	100.0%	66.4%	65.7%
Military Connected	1	0.2%	0.7%	3.9%	1	0.2%	0.7%	3.9%
At-Risk	207	44.4%	54.9%	53.2%	207	44.4%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	88	18.9%	13.8%	24.5%	88	18.9%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	34	7.3%	6.0%	8.5%	34	7.3%	6.0%	8.5%

Texas Education Agency
2023-24 Student Information (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Special Education	115	24.7%	20.8%	13.9%	115	24.7%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	115							
Students with Intellectual Disabilities	49	42.6%	50.9%	45.7%				
Students with Physical Disabilities	35	30.4%	13.3%	18.9%				
Students with Autism	19	16.5%	17.0%	16.2%				
Students with Behavioral Disabilities	**	**	17.2%	17.6%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	68	14.9%	24.6%	16.1%				
African American	16	3.5%	9.9%	3.4%				
Hispanic	36	7.9%	9.7%	8.5%				
White	16	3.5%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.9%	0.5%				
Special Ed Students who are Mobile	17	13.5%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	8	8.6%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	51	14.1%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	70	18.3%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.5%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	2.0%	2.1%	5.3%	1.5%	3.3%
Grade 2	0.0%	2.1%	1.3%	0.0%	1.2%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.5%	0.4%	2.7%	1.9%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.1	20.0	18.4
Grade 1	20.4	20.5	18.8
Grade 2	18.4	21.3	19.1
Grade 3	18.9	19.3	19.4
Grade 4	19.2	21.5	19.4

Texas Education Agency
2023-24 Staff Information (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	54.2	100.0%	100.0%	100.0%
Professional Staff	43.6	80.4%	59.2%	63.9%
Teachers	33.0	60.9%	42.0%	48.3%
Professional Support	8.6	15.9%	12.0%	11.1%
Campus Administration (School Leadership)	2.0	3.7%	3.8%	3.3%
Educational Aides	10.6	19.6%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	1.0	n/a	1.0	1,172.0
Total Minority Staff	23.6	43.6%	60.3%	54.4%
Teachers by Ethnicity				
African American	8.0	24.2%	32.1%	12.6%
Hispanic	7.0	21.2%	17.3%	30.1%
White	18.0	54.5%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	3.0	9.1%	27.5%	24.5%
Females	30.0	90.9%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	30.0	90.9%	76.2%	71.7%
Masters	3.0	9.1%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	6.1%	12.5%	8.7%
1-5 Years Experience	11.0	33.3%	33.8%	27.4%
6-10 Years Experience	7.0	21.2%	19.8%	20.2%
11-20 Years Experience	7.0	21.2%	21.3%	27.1%
21-30 Years Experience	6.0	18.2%	9.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.9%	3.0%
Number of Students per Teacher	14.1	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	9.0	6.5	6.0
Average Years Experience of Principals with District	2.0	4.8	5.1
Average Years Experience of Assistant Principals	11.0	3.7	5.1
Average Years Experience of Assistant Principals with District	8.0	2.9	4.3
Average Years Experience of Teachers	10.1	9.2	11.1
Average Years Experience of Teachers with District	8.7	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$60,875	\$60,927	\$54,272
1-5 Years Experience	\$61,114	\$61,873	\$58,185
6-10 Years Experience	\$62,796	\$64,029	\$61,494
11-20 Years Experience	\$66,264	\$66,521	\$65,219
21-30 Years Experience	\$68,950	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,973	\$64,166	\$62,474
Professional Support	\$71,588	\$79,083	\$73,783
Campus Administration (School Leadership)	\$99,710	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	3.0	9.1%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	1.0	3.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	25.0	75.8%	71.2%	69.8%
Special Education	4.0	12.1%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: CALVIN VINCENT PRE-K HEAD START

Campus Number: 084906109

This page is intentionally blank.

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

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

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

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	296	100.0%	7,822	5,517,464	334	100.0%	7,874	5,531,236
Students by Grade								
Early Childhood Education	18	6.1%	0.2%	0.3%	56	16.8%	0.7%	0.5%
Pre-Kindergarten	278	93.9%	3.6%	4.5%	278	83.2%	3.5%	4.5%
Ethnic Distribution								
African American	81	27.4%	29.2%	12.8%	91	27.2%	29.2%	12.8%
Hispanic	149	50.3%	46.6%	53.2%	170	50.9%	46.7%	53.2%
White	42	14.2%	18.4%	25.0%	48	14.4%	18.4%	25.0%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	1	0.3%	0.4%	5.4%	1	0.3%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	22	7.4%	5.2%	3.1%	23	6.9%	5.2%	3.1%
Sex								
Female	139	47.0%	48.7%	48.9%	160	47.9%	48.7%	48.8%
Male	157	53.0%	51.3%	51.1%	174	52.1%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	292	98.6%	82.8%	62.3%	327	97.9%	82.8%	62.2%
Non-Educationally Disadvantaged	4	1.4%	17.2%	37.7%	7	2.1%	17.2%	37.8%
Section 504 Students	0	0.0%	5.1%	7.2%	0	0.0%	5.1%	7.2%
EB Students/EL	61	20.6%	13.9%	24.4%	67	20.1%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	6.2%	1.9%				
Students w/ Dyslexia	0	0.0%	6.1%	6.0%	0	0.0%	6.1%	6.0%
Foster Care	2	0.7%	0.1%	0.2%	2	0.6%	0.1%	0.2%
Homeless	18	6.1%	3.6%	1.4%	21	6.3%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	296	100.0%	66.3%	65.7%	334	100.0%	66.4%	65.7%
Military Connected	3	1.0%	0.7%	3.9%	3	0.9%	0.7%	3.9%
At-Risk	115	38.9%	54.9%	53.2%	125	37.4%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	62	20.9%	13.8%	24.5%	68	20.4%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.0%	8.5%	0	0.0%	6.0%	8.5%
Special Education	61	20.6%	20.8%	13.9%	68	20.4%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	61							

Texas Education Agency
2023-24 Student Information (TAPR)
 CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Intellectual Disabilities	0	0.0%	50.9%	45.7%				
Students with Physical Disabilities	**	**	13.3%	18.9%				
Students with Autism	28	45.9%	17.0%	16.2%				
Students with Behavioral Disabilities	*	*	17.2%	17.6%				
Students with Non-Categorical Early Childhood	17	27.9%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	-	-	24.6%	16.1%				
African American	-	-	9.9%	3.4%				
Hispanic	-	-	9.7%	8.5%				
White	-	-	3.9%	3.1%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.0%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.9%	0.5%				
Special Ed Students who are Mobile	-	-	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	-	-	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	-	-	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	12	20.0%	20.8%	18.1%				

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

Texas Education Agency
2023-24 Staff Information (TAPR)
 CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	48.0	100.0%	100.0%	100.0%
Professional Staff	30.0	62.6%	59.2%	63.9%
Teachers	23.0	48.0%	42.0%	48.3%
Professional Support	5.0	10.5%	12.0%	11.1%
Campus Administration (School Leadership)	2.0	4.2%	3.8%	3.3%
Educational Aides	17.9	37.4%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	22.0	45.8%	60.3%	54.4%
Teachers by Ethnicity				
African American	2.0	8.7%	32.1%	12.6%
Hispanic	5.0	21.7%	17.3%	30.1%
White	15.0	65.2%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	4.3%	0.9%	1.3%
Teachers by Sex				
Males	1.0	4.3%	27.5%	24.5%
Females	22.0	95.7%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	20.0	87.0%	76.2%	71.7%
Masters	3.0	13.0%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	13.0%	12.5%	8.7%
1-5 Years Experience	6.0	26.1%	33.8%	27.4%
6-10 Years Experience	4.0	17.4%	19.8%	20.2%
11-20 Years Experience	8.0	34.8%	21.3%	27.1%
21-30 Years Experience	2.0	8.7%	9.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.9%	3.0%
Number of Students per Teacher	12.9	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	6.5	6.0
Average Years Experience of Principals with District	2.0	4.8	5.1
Average Years Experience of Assistant Principals	2.0	3.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.9	4.3
Average Years Experience of Teachers	9.3	9.2	11.1
Average Years Experience of Teachers with District	6.3	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$46,093	\$60,927	\$54,272
1-5 Years Experience	\$61,750	\$61,873	\$58,185
6-10 Years Experience	\$63,200	\$64,029	\$61,494
11-20 Years Experience	\$65,213	\$66,521	\$65,219
21-30 Years Experience	\$69,150	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$61,808	\$64,166	\$62,474
Professional Support	\$73,527	\$79,083	\$73,783
Campus Administration (School Leadership)	\$90,687	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	3.0	13.0%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	12.0	52.2%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	3.0	13.0%	71.2%	69.8%
Special Education	5.0	21.7%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: HAYLEY EL

Campus Number: 084906110

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	55%	39%	59%	73%	-	-	-	*	44%	-	50%	62%	55%	40%
	2023	76%	75%	55%	55%	46%	78%	-	-	-	*	29%	*	50%	65%	58%	40%
At Meets Grade Level or Above	2024	48%	36%	21%	4%	28%	36%	-	-	-	*	33%	-	25%	15%	20%	20%
	2023	50%	45%	19%	18%	17%	22%	-	-	-	*	14%	*	15%	27%	20%	20%
At Masters Grade Level	2024	21%	15%	5%	0%	10%	0%	-	-	-	*	6%	-	3%	8%	5%	0%
	2023	20%	13%	1%	3%	0%	0%	-	-	-	*	0%	*	2%	0%	1%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	45%	35%	52%	64%	-	-	-	*	33%	-	45%	46%	45%	50%
	2023	73%	72%	38%	32%	42%	56%	-	-	-	*	25%	*	35%	42%	39%	30%
At Meets Grade Level or Above	2024	42%	32%	24%	9%	24%	64%	-	-	-	*	28%	-	23%	27%	23%	20%
	2023	45%	41%	8%	5%	13%	0%	-	-	-	*	11%	*	8%	8%	8%	0%
At Masters Grade Level	2024	15%	11%	11%	0%	14%	27%	-	-	-	*	17%	-	10%	12%	9%	10%
	2023	19%	13%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	53%	51%	45%	78%	-	-	-	*	29%	*	50%	56%	54%	35%
	2023	77%	72%	59%	57%	61%	71%	-	-	-	*	33%	*	59%	59%	56%	50%
At Meets Grade Level or Above	2024	51%	39%	19%	26%	10%	22%	-	-	-	*	14%	*	16%	22%	20%	6%
	2023	48%	36%	27%	22%	30%	43%	-	-	-	*	13%	*	20%	35%	21%	19%
At Masters Grade Level	2024	23%	15%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
	2023	22%	15%	5%	3%	6%	14%	-	-	-	*	0%	*	2%	9%	1%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	31%	31%	29%	33%	-	-	-	*	25%	*	30%	33%	33%	29%
	2023	71%	62%	35%	24%	42%	57%	-	-	-	*	20%	*	30%	41%	29%	31%
At Meets Grade Level or Above	2024	46%	36%	9%	8%	13%	0%	-	-	-	*	11%	*	7%	11%	9%	12%
	2023	48%	38%	14%	8%	15%	43%	-	-	-	*	13%	*	9%	21%	10%	6%
At Masters Grade Level	2024	21%	13%	3%	3%	3%	0%	-	-	-	*	0%	*	0%	6%	3%	6%
	2023	22%	17%	4%	3%	3%	14%	-	-	-	*	0%	*	2%	6%	0%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	67%	64%	56%	66%	100%	-	-	-	-	33%	*	63%	66%	60%	67%
	2023	81%	73%	56%	48%	59%	57%	-	-	-	80%	30%	*	55%	59%	55%	50%
At Meets Grade Level or Above	2024	55%	38%	31%	21%	37%	50%	-	-	-	-	6%	*	26%	37%	28%	33%
	2023	57%	45%	26%	19%	33%	0%	-	-	-	40%	25%	*	23%	31%	26%	23%
At Masters Grade Level	2024	29%	14%	9%	3%	13%	17%	-	-	-	-	6%	*	9%	9%	6%	5%
	2023	28%	18%	5%	3%	8%	0%	-	-	-	0%	5%	*	4%	7%	5%	4%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	65%	62%	59%	63%	67%	-	-	-	-	39%	*	63%	60%	60%	52%
	2023	80%	76%	59%	48%	64%	57%	-	-	-	80%	45%	*	64%	48%	56%	58%
At Meets Grade Level or Above	2024	50%	32%	21%	9%	29%	33%	-	-	-	-	6%	*	21%	20%	15%	29%
	2023	51%	43%	26%	16%	31%	29%	-	-	-	40%	25%	*	26%	24%	26%	23%
At Masters Grade Level	2024	19%	9%	6%	0%	11%	17%	-	-	-	-	6%	*	9%	3%	3%	5%
	2023	21%	13%	2%	0%	5%	0%	-	-	-	0%	5%	*	2%	3%	3%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	40%	24%	53%	50%	-	-	-	-	6%	*	40%	40%	36%	43%
	2023	65%	50%	34%	32%	28%	57%	-	-	-	60%	30%	*	30%	41%	32%	15%
At Meets Grade Level or Above	2024	28%	12%	12%	3%	16%	33%	-	-	-	-	6%	*	9%	14%	9%	5%
	2023	36%	20%	12%	13%	10%	14%	-	-	-	20%	20%	*	8%	21%	12%	4%
At Masters Grade Level	2024	11%	4%	6%	0%	11%	17%	-	-	-	-	0%	*	2%	11%	6%	0%
	2023	16%	8%	2%	3%	3%	0%	-	-	-	0%	5%	*	0%	7%	3%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	50%	42%	53%	66%	-	-	-	50%	29%	60%	48%	52%	49%	46%
	2023	76%	65%	48%	42%	49%	62%	-	-	-	61%	30%	58%	46%	51%	47%	40%
At Meets Grade Level or Above	2024	48%	32%	19%	12%	23%	34%	-	-	-	13%	14%	27%	18%	21%	18%	18%
	2023	49%	34%	19%	14%	22%	21%	-	-	-	30%	17%	33%	16%	24%	18%	15%
At Masters Grade Level	2024	20%	10%	6%	1%	9%	10%	-	-	-	0%	4%	7%	5%	7%	4%	3%
	2023	20%	11%	3%	2%	4%	4%	-	-	-	0%	2%	0%	2%	5%	2%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	57%	50%	57%	81%	-	-	-	*	34%	67%	54%	61%	56%	50%
	2023	77%	67%	57%	54%	56%	70%	-	-	-	67%	30%	60%	54%	61%	56%	48%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	39%	24%	19%	26%	35%	-	-	-	*	17%	50%	22%	26%	23%	21%
	2023	53%	38%	24%	20%	28%	22%	-	-	-	33%	17%	60%	19%	31%	22%	21%
At Masters Grade Level	2024	22%	12%	4%	1%	8%	4%	-	-	-	*	3%	17%	4%	5%	3%	2%
	2023	20%	11%	4%	3%	5%	4%	-	-	-	0%	2%	0%	3%	6%	3%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	46%	42%	49%	54%	-	-	-	*	31%	50%	46%	46%	45%	44%
	2023	75%	65%	44%	34%	51%	57%	-	-	-	56%	30%	60%	44%	44%	42%	44%
At Meets Grade Level or Above	2024	43%	27%	17%	8%	22%	35%	-	-	-	*	14%	17%	17%	19%	15%	21%
	2023	45%	31%	16%	9%	21%	22%	-	-	-	33%	16%	0%	15%	18%	15%	13%
At Masters Grade Level	2024	17%	8%	6%	1%	9%	15%	-	-	-	*	6%	0%	6%	6%	5%	6%
	2023	19%	11%	2%	1%	3%	4%	-	-	-	0%	2%	0%	1%	3%	1%	2%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	40%	24%	53%	50%	-	-	-	-	6%	*	40%	40%	36%	43%
	2023	77%	64%	34%	32%	28%	57%	-	-	-	60%	30%	*	30%	41%	32%	15%
At Meets Grade Level or Above	2024	43%	25%	12%	3%	16%	33%	-	-	-	-	6%	*	9%	14%	9%	5%
	2023	47%	29%	12%	13%	10%	14%	-	-	-	20%	20%	*	8%	21%	12%	4%
At Masters Grade Level	2024	16%	6%	6%	0%	11%	17%	-	-	-	-	0%	*	2%	11%	6%	0%
	2023	18%	8%	2%	3%	3%	0%	-	-	-	0%	5%	*	0%	7%	3%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	27%	17%	4%	21%	36%	-	-	-	*	28%	-	18%	15%	16%	20%
	2023	37%	33%	7%	5%	8%	0%	-	-	-	*	11%	*	6%	8%	7%	0%
Reading and Mathematics Including EOC	2024	35%	27%	17%	4%	21%	36%	-	-	-	*	28%	-	18%	15%	16%	20%
	2023	37%	33%	7%	5%	8%	0%	-	-	-	*	11%	*	6%	8%	7%	0%
Reading Including EOC	2024	48%	36%	21%	4%	28%	36%	-	-	-	*	33%	-	25%	15%	20%	20%
	2023	50%	45%	19%	18%	17%	22%	-	-	-	*	14%	*	15%	27%	20%	20%
Math Including EOC	2024	42%	32%	24%	9%	24%	64%	-	-	-	*	28%	-	23%	27%	23%	20%
	2023	45%	41%	8%	5%	13%	0%	-	-	-	*	11%	*	8%	8%	8%	0%
4th Graders																	
Reading and Mathematics	2024	38%	27%	6%	5%	10%	0%	-	-	-	*	11%	*	5%	8%	7%	6%
	2023	38%	28%	12%	8%	12%	29%	-	-	-	*	7%	*	5%	21%	7%	6%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	6%	5%	10%	0%	-	-	-	*	11%	*	5%	8%	7%	6%
	2023	38%	28%	12%	8%	12%	29%	-	-	-	*	7%	*	5%	21%	7%	6%
Reading Including EOC	2024	51%	39%	19%	26%	10%	22%	-	-	-	*	14%	*	16%	22%	20%	6%
	2023	48%	36%	27%	22%	30%	43%	-	-	-	*	13%	*	20%	35%	21%	19%
Math Including EOC	2024	46%	36%	9%	8%	13%	0%	-	-	-	*	11%	*	7%	11%	9%	12%
	2023	48%	38%	14%	8%	15%	43%	-	-	-	*	13%	*	9%	21%	10%	6%
5th Graders																	
Reading and Mathematics	2024	42%	25%	17%	3%	26%	33%	-	-	-	-	6%	*	16%	17%	13%	24%
	2023	43%	33%	17%	13%	23%	0%	-	-	-	20%	20%	*	15%	21%	17%	19%
Reading and Mathematics Including EOC	2024	42%	25%	17%	3%	26%	33%	-	-	-	-	6%	*	16%	17%	13%	24%
	2023	43%	33%	17%	13%	23%	0%	-	-	-	20%	20%	*	15%	21%	17%	19%
Reading Including EOC	2024	55%	38%	31%	21%	37%	50%	-	-	-	-	6%	*	26%	37%	28%	33%
	2023	57%	45%	26%	19%	33%	0%	-	-	-	40%	25%	*	23%	31%	26%	23%
Math Including EOC	2024	51%	32%	21%	9%	29%	33%	-	-	-	-	6%	*	21%	20%	15%	29%
	2023	51%	43%	26%	16%	31%	29%	-	-	-	40%	25%	*	26%	24%	26%	23%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	13%	4%	19%	23%	-	-	-	*	14%	17%	13%	13%	12%	17%
	2023	37%	24%	12%	8%	16%	9%	-	-	-	22%	13%	0%	9%	17%	10%	12%
Reading and Mathematics Including EOC	2024	38%	24%	13%	4%	19%	23%	-	-	-	*	14%	17%	13%	13%	12%	17%
	2023	39%	25%	12%	8%	16%	9%	-	-	-	22%	13%	0%	9%	17%	10%	12%
Reading Including EOC	2024	54%	39%	24%	19%	26%	35%	-	-	-	*	17%	50%	22%	26%	23%	21%
	2023	53%	39%	24%	20%	28%	22%	-	-	-	33%	17%	60%	19%	31%	22%	21%
Math Including EOC	2024	45%	29%	17%	8%	22%	35%	-	-	-	*	14%	17%	17%	19%	15%	21%
	2023	47%	32%	16%	9%	21%	22%	-	-	-	33%	16%	0%	15%	18%	15%	13%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	61%	45%	46%	40%	63%	-	-	-	*	44%	*	41%	50%	46%	29%
	2023	55%	50%	34%	33%	36%	*	-	-	-	*	14%	*	36%	31%	29%	44%
Grade 4 Mathematics	2024	60%	54%	42%	42%	40%	50%	-	-	-	*	43%	*	43%	40%	42%	53%
	2023	63%	59%	38%	39%	35%	*	-	-	-	*	21%	*	34%	44%	37%	34%
Grade 5 ELA/Reading	2024	70%	54%	56%	46%	62%	90%	-	-	-	-	47%	*	55%	59%	55%	62%
	2023	65%	54%	39%	33%	42%	25%	-	-	-	60%	18%	*	41%	35%	39%	38%
Grade 5 Mathematics	2024	65%	50%	60%	60%	55%	90%	-	-	-	-	56%	*	65%	53%	59%	50%
	2023	71%	66%	68%	66%	66%	83%	-	-	-	80%	71%	*	77%	50%	68%	69%
All Grades Both Subjects	2024	64%	55%	51%	48%	50%	69%	-	-	-	*	47%	50%	51%	50%	50%	49%
	2023	64%	56%	45%	42%	45%	50%	-	-	-	58%	33%	50%	48%	39%	44%	48%
All Grades ELA/Reading	2024	67%	59%	51%	46%	52%	73%	-	-	-	*	46%	50%	48%	54%	50%	47%
	2023	63%	53%	36%	33%	39%	25%	-	-	-	50%	17%	*	39%	32%	35%	40%
All Grades Mathematics	2024	60%	50%	51%	51%	49%	65%	-	-	-	*	48%	50%	54%	46%	50%	51%
	2023	66%	59%	53%	51%	51%	75%	-	-	-	67%	50%	*	57%	46%	53%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	15%	13%	6%	*	-	-	-	-	6%	*	11%	21%	16%	0%
	2023	33%	33%	22%	18%	29%	-	-	-	-	*	11%	-	32%	8%	22%	25%
Grade 4 Mathematics	2024	26%	27%	19%	21%	11%	*	-	-	-	-	16%	*	16%	23%	20%	15%
	2023	27%	26%	10%	8%	13%	*	-	-	-	-	0%	-	7%	14%	10%	10%
Grade 5 ELA/Reading	2024	35%	22%	29%	8%	43%	*	-	-	-	-	21%	*	31%	25%	27%	38%
	2023	37%	31%	24%	21%	26%	*	-	-	-	*	15%	*	22%	27%	24%	14%
Grade 5 Mathematics	2024	41%	35%	43%	48%	32%	*	-	-	-	-	35%	*	43%	42%	43%	31%
	2023	48%	44%	38%	25%	43%	*	-	-	-	*	29%	*	44%	25%	35%	38%
All Grades Both Subjects	2024	32%	28%	27%	26%	22%	70%	-	-	-	-	19%	33%	26%	28%	27%	21%
	2023	38%	32%	24%	17%	29%	25%	-	-	-	50%	15%	*	26%	19%	23%	23%
All Grades ELA/Reading	2024	30%	26%	21%	11%	23%	*	-	-	-	-	13%	*	20%	23%	21%	18%
	2023	35%	30%	23%	19%	27%	*	-	-	-	*	14%	*	26%	17%	23%	18%
All Grades Mathematics	2024	35%	29%	31%	35%	21%	57%	-	-	-	-	25%	*	30%	32%	31%	23%
	2023	40%	33%	24%	16%	30%	40%	-	-	-	*	16%	*	27%	20%	23%	27%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	50%	48%	48%	-	-	-	-	35%	-	35%	-	-	51%	46%	-
	2023	76%	65%	48%	42%	42%	-	-	-	-	26%	26%	-	-	*	50%	40%	-
At Meets Grade Level or Above	2024	48%	32%	19%	20%	20%	-	-	-	-	10%	-	10%	-	-	20%	18%	-
	2023	49%	34%	19%	16%	16%	-	-	-	-	0%	0%	-	-	*	20%	15%	-
At Masters Grade Level	2024	20%	10%	6%	4%	4%	-	-	-	-	0%	-	0%	-	-	6%	3%	-
	2023	20%	11%	3%	3%	3%	-	-	-	-	0%	0%	-	-	*	3%	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	57%	55%	55%	-	-	-	-	30%	-	30%	-	-	59%	50%	-
	2023	77%	67%	57%	50%	50%	-	-	-	-	29%	29%	-	-	*	59%	48%	-
At Meets Grade Level or Above	2024	54%	39%	24%	24%	24%	-	-	-	-	10%	-	10%	-	-	24%	21%	-
	2023	53%	38%	24%	23%	23%	-	-	-	-	0%	0%	-	-	*	25%	21%	-
At Masters Grade Level	2024	22%	12%	4%	3%	3%	-	-	-	-	0%	-	0%	-	-	5%	2%	-
	2023	20%	11%	4%	2%	2%	-	-	-	-	0%	0%	-	-	*	4%	2%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	46%	45%	45%	-	-	-	-	40%	-	40%	-	-	47%	44%	-
	2023	75%	65%	44%	45%	45%	-	-	-	-	29%	29%	-	-	*	44%	44%	-
At Meets Grade Level or Above	2024	43%	27%	17%	24%	24%	-	-	-	-	10%	-	10%	-	-	16%	21%	-
	2023	45%	31%	16%	14%	14%	-	-	-	-	0%	0%	-	-	*	17%	13%	-
At Masters Grade Level	2024	17%	8%	6%	8%	8%	-	-	-	-	0%	-	0%	-	-	6%	6%	-
	2023	19%	11%	2%	2%	2%	-	-	-	-	0%	0%	-	-	*	2%	2%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	40%	43%	43%	-	-	-	-	-	-	-	-	-	39%	43%	-
	2023	77%	64%	34%	15%	15%	-	-	-	-	20%	20%	-	-	*	43%	15%	-
At Meets Grade Level or Above	2024	43%	25%	12%	5%	5%	-	-	-	-	-	-	-	-	-	14%	5%	-
	2023	47%	29%	12%	5%	5%	-	-	-	-	0%	0%	-	-	*	16%	4%	-
At Masters Grade Level	2024	16%	6%	6%	0%	0%	-	-	-	-	-	-	-	-	-	9%	0%	-
	2023	18%	8%	2%	5%	5%	-	-	-	-	0%	0%	-	-	*	2%	4%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	51%	50%	50%	-	-	-	-	*	-	*	-	-	51%	49%	-
	2023	64%	56%	45%	51%	51%	-	-	-	-	40%	40%	-	-	*	43%	48%	-
All Grades ELA/Reading	2024	67%	59%	51%	49%	49%	-	-	-	-	*	-	*	-	-	52%	47%	-
	2023	63%	53%	36%	42%	42%	-	-	-	-	40%	40%	-	-	*	35%	40%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	50%	51%	51%	51%	-	-	-	-	*	-	*	-	-	50%	51%	-
	2023	66%	59%	53%	60%	60%	-	-	-	-	40%	40%	-	-	*	52%	56%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	27%	22%	22%	-	-	-	-	*	-	*	-	-	29%	21%	-
	2023	38%	32%	24%	28%	28%	-	-	-	-	0%	0%	-	-	-	24%	23%	-
All Grades ELA/Reading	2024	30%	26%	21%	19%	19%	-	-	-	-	*	-	*	-	-	23%	18%	-
	2023	35%	30%	23%	22%	22%	-	-	-	-	*	*	-	-	-	25%	18%	-
All Grades Mathematics	2024	35%	29%	31%	24%	24%	-	-	-	-	*	-	*	-	-	34%	23%	-
	2023	40%	33%	24%	32%	32%	-	-	-	-	*	*	-	-	-	23%	27%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	100%	99%	99%	-	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	90%	91%	91%	85%	-	-	-	67%	91%	100%	97%	82%	93%	91%
Not Included in Accountability: Mobile	4%	5%	9%	9%	6%	13%	-	-	-	33%	9%	0%	3%	15%	6%	5%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	2%	1%	0%	1%	1%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	2%	1%	0%	1%	1%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	100%	100%	100%	97%	-	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	92%	90%	91%	91%	87%	-	-	-	67%	91%	100%	97%	82%	94%	91%
Not Included in Accountability: Mobile	4%	5%	9%	9%	7%	10%	-	-	-	33%	9%	0%	3%	15%	5%	6%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	2%	0%	0%	0%	3%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	3%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	98%	100%	-	-	-	100%	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	93%	90%	91%	90%	87%	-	-	-	67%	91%	100%	97%	82%	94%	91%
Not Included in Accountability: Mobile	5%	5%	9%	9%	6%	13%	-	-	-	33%	9%	0%	3%	15%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	0%
Absent	1%	1%	1%	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	100%	100%	100%	100%	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	91%	89%	95%	75%	-	-	-	-	86%	*	98%	83%	92%	91%
Not Included in Accountability: Mobile	4%	4%	7%	11%	0%	25%	-	-	-	-	14%	*	2%	12%	7%	0%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	5%	0%	-	-	-	-	0%	*	0%	5%	1%	9%
Not Tested	1%	3%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

																	EB / EL (Current & Monitored)
	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv		
Absent	1%	3%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%		0%
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	87%	89%	84%	80%	-	-	-	100%	88%	86%	94%	76%	89%		81%
Not Included in Accountability: Mobile	4%	5%	9%	11%	5%	20%	-	-	-	0%	12%	0%	6%	13%	7%		1%
Not Included in Accountability: Other Exclusions	2%	1%	4%	0%	10%	0%	-	-	-	0%	0%	14%	0%	10%	4%		18%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Reading																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	87%	91%	83%	82%	-	-	-	100%	89%	83%	94%	77%	89%		79%
Not Included in Accountability: Mobile	4%	5%	9%	9%	6%	18%	-	-	-	0%	11%	0%	6%	12%	7%		2%
Not Included in Accountability: Other Exclusions	3%	1%	5%	0%	11%	0%	-	-	-	0%	0%	17%	0%	11%	4%		20%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Mathematics																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	92%	87%	91%	83%	82%	-	-	-	100%	89%	83%	94%	77%	89%		79%
Not Included in Accountability: Mobile	5%	5%	9%	9%	6%	18%	-	-	-	0%	11%	0%	6%	12%	7%		2%
Not Included in Accountability: Other Exclusions	1%	1%	5%	0%	11%	0%	-	-	-	0%	0%	17%	0%	11%	4%		20%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%		0%
Science																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	86%	82%	93%	70%	-	-	-	100%	87%	*	95%	74%	89%		93%
Not Included in Accountability: Mobile	4%	5%	12%	18%	2%	30%	-	-	-	0%	13%	*	5%	21%	9%		0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	5%	0%	-	-	-	0%	0%	*	0%	5%	2%	7%
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	91.5%	92.0%	91.5%	91.2%	*	-	*	87.2%	90.6%	91.4%	92.7%
2021-22	92.2%	89.6%	91.9%	92.0%	93.1%	88.3%	*	-	*	88.4%	90.9%	91.9%	94.0%
Chronic Absenteeism													
2022-23	20.3%	30.8%	29.1%	29.3%	26.9%	27.7%	*	-	*	52.2%	34.1%	29.0%	20.6%
2021-22	25.7%	35.2%	28.4%	29.2%	22.3%	47.9%	*	-	*	25.0%	36.0%	28.3%	14.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	502	100.0%	7,822	5,517,464	502	100.0%	7,874	5,531,236
Students by Grade								
Kindergarten	72	14.3%	6.1%	6.5%	72	14.3%	6.1%	6.5%
Grade 1	79	15.7%	6.6%	7.0%	79	15.7%	6.6%	7.0%
Grade 2	99	19.7%	7.1%	7.3%	99	19.7%	7.1%	7.3%
Grade 3	73	14.5%	7.3%	7.2%	73	14.5%	7.2%	7.2%
Grade 4	89	17.7%	7.1%	7.2%	89	17.7%	7.1%	7.2%
Grade 5	90	17.9%	7.2%	7.2%	90	17.9%	7.2%	7.2%
Ethnic Distribution								
African American	211	42.0%	29.2%	12.8%	211	42.0%	29.2%	12.8%
Hispanic	216	43.0%	46.6%	53.2%	216	43.0%	46.7%	53.2%
White	55	11.0%	18.4%	25.0%	55	11.0%	18.4%	25.0%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	1	0.2%	0.4%	5.4%	1	0.2%	0.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	3.4%	5.2%	3.1%	17	3.4%	5.2%	3.1%
Sex								
Female	254	50.6%	48.7%	48.9%	254	50.6%	48.7%	48.8%
Male	248	49.4%	51.3%	51.1%	248	49.4%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	453	90.2%	82.8%	62.3%	453	90.2%	82.8%	62.2%
Non-Educationally Disadvantaged	49	9.8%	17.2%	37.7%	49	9.8%	17.2%	37.8%
Section 504 Students	10	2.0%	5.1%	7.2%	10	2.0%	5.1%	7.2%
EB Students/EL	95	18.9%	13.9%	24.4%	95	18.9%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	4	0.6%	6.2%	1.9%				
Students w/ Dyslexia	31	6.2%	6.1%	6.0%	31	6.2%	6.1%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	9	1.8%	3.6%	1.4%	9	1.8%	3.6%	1.4%
Immigrant	2	0.4%	0.2%	2.9%	2	0.4%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	502	100.0%	66.3%	65.7%	502	100.0%	66.4%	65.7%
Military Connected	2	0.4%	0.7%	3.9%	2	0.4%	0.7%	3.9%
At-Risk	294	58.6%	54.9%	53.2%	294	58.6%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	94	18.7%	13.8%	24.5%	94	18.7%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-

Texas Education Agency
2023-24 Student Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	20	4.0%	6.0%	8.5%	20	4.0%	6.0%	8.5%
Special Education	114	22.7%	20.8%	13.9%	114	22.7%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	114							
Students with Intellectual Disabilities	55	48.2%	50.9%	45.7%				
Students with Physical Disabilities	20	17.5%	13.3%	18.9%				
Students with Autism	24	21.1%	17.0%	16.2%				
Students with Behavioral Disabilities	**	**	17.2%	17.6%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	129	24.3%	24.6%	16.1%				
African American	48	9.1%	9.9%	3.4%				
Hispanic	54	10.2%	9.7%	8.5%				
White	21	4.0%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.2%	0.0%	0.0%				
Two or More Races	5	0.9%	0.9%	0.5%				
Special Ed Students who are Mobile	36	25.7%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	16	14.7%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	118	23.8%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	151	32.7%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	1.4%	0.5%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	2.0%	2.1%	0.0%	1.5%	3.3%
Grade 2	0.0%	2.1%	1.3%	5.9%	1.2%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	1.5%	0.5%	0.4%	0.0%	1.9%	0.5%
Grade 5	1.4%	0.7%	0.2%	0.0%	0.0%	0.3%

Texas Education Agency
2023-24 Student Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	24.0	20.0	18.4
Grade 1	21.0	20.5	18.8
Grade 2	19.5	21.3	19.1
Grade 3	17.9	19.3	19.4
Grade 4	24.0	21.5	19.4
Grade 5	23.5	22.3	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	61.4	100.0%	100.0%	100.0%
Professional Staff	47.4	77.2%	59.2%	63.9%
Teachers	35.4	57.7%	42.0%	48.3%
Professional Support	7.5	12.2%	12.0%	11.1%
Campus Administration (School Leadership)	4.5	7.3%	3.8%	3.3%
Educational Aides	14.0	22.8%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	44.9	73.2%	60.3%	54.4%
Teachers by Ethnicity				
African American	16.9	47.8%	32.1%	12.6%
Hispanic	8.0	22.6%	17.3%	30.1%
White	9.5	26.8%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.8%	0.9%	1.3%
Teachers by Sex				
Males	5.9	16.8%	27.5%	24.5%
Females	29.5	83.2%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	32.4	91.5%	76.2%	71.7%
Masters	3.0	8.5%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	13.9	39.1%	12.5%	8.7%
1-5 Years Experience	8.0	22.6%	33.8%	27.4%
6-10 Years Experience	8.0	22.6%	19.8%	20.2%
11-20 Years Experience	3.0	8.5%	21.3%	27.1%
21-30 Years Experience	2.6	7.3%	9.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.9%	3.0%
Number of Students per Teacher	14.2	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	6.5	6.0
Average Years Experience of Principals with District	1.0	4.8	5.1
Average Years Experience of Assistant Principals	1.0	3.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.9	4.3
Average Years Experience of Teachers	5.5	9.2	11.1
Average Years Experience of Teachers with District	2.1	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$61,320	\$60,927	\$54,272
1-5 Years Experience	\$61,321	\$61,873	\$58,185
6-10 Years Experience	\$63,353	\$64,029	\$61,494
11-20 Years Experience	\$65,150	\$66,521	\$65,219
21-30 Years Experience	\$70,171	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$62,746	\$64,166	\$62,474
Professional Support	\$72,616	\$79,083	\$73,783
Campus Administration (School Leadership)	\$85,970	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	2.8%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	1.0	2.8%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	27.3	76.9%	71.2%	69.8%
Special Education	6.2	17.4%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: SIMMS EL

Campus Number: 084906111

This page is intentionally blank.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	70%	60%	87%	91%	-	-	-	80%	50%	*	71%	68%	66%	*
	2023	76%	75%	63%	60%	64%	*	-	-	-	*	20%	-	59%	70%	63%	*
At Meets Grade Level or Above	2024	48%	36%	28%	25%	33%	36%	-	-	-	20%	30%	*	27%	29%	20%	*
	2023	50%	45%	32%	29%	36%	*	-	-	-	*	10%	-	31%	35%	32%	*
At Masters Grade Level	2024	21%	15%	6%	6%	0%	9%	-	-	-	20%	3%	*	8%	3%	3%	*
	2023	20%	13%	10%	9%	9%	*	-	-	-	*	10%	-	10%	9%	8%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	60%	54%	67%	91%	-	-	-	40%	47%	*	58%	65%	55%	*
	2023	73%	72%	56%	56%	55%	*	-	-	-	*	20%	-	62%	48%	57%	*
At Meets Grade Level or Above	2024	42%	32%	29%	25%	33%	45%	-	-	-	20%	37%	*	29%	29%	23%	*
	2023	45%	41%	29%	31%	18%	*	-	-	-	*	10%	-	28%	30%	28%	*
At Masters Grade Level	2024	15%	11%	6%	6%	7%	9%	-	-	-	0%	3%	*	6%	6%	3%	*
	2023	19%	13%	3%	2%	0%	*	-	-	-	*	0%	-	3%	4%	2%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	76%	63%	64%	54%	*	-	-	-	*	33%	-	60%	67%	61%	-
	2023	77%	72%	67%	66%	62%	*	-	-	*	*	36%	*	57%	75%	66%	*
At Meets Grade Level or Above	2024	51%	39%	29%	31%	15%	*	-	-	-	*	17%	-	26%	33%	28%	-
	2023	48%	36%	33%	26%	46%	*	-	-	*	*	18%	*	26%	39%	31%	*
At Masters Grade Level	2024	23%	15%	11%	9%	15%	*	-	-	-	*	0%	-	11%	10%	8%	-
	2023	22%	15%	10%	8%	15%	*	-	-	*	*	18%	*	6%	14%	11%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	62%	55%	51%	54%	*	-	-	-	*	25%	-	51%	59%	53%	-
	2023	71%	62%	71%	70%	62%	*	-	-	*	*	45%	*	59%	80%	70%	*
At Meets Grade Level or Above	2024	46%	36%	30%	27%	23%	*	-	-	-	*	17%	-	31%	28%	28%	-
	2023	48%	38%	36%	33%	38%	*	-	-	*	*	23%	*	26%	43%	36%	*
At Masters Grade Level	2024	21%	13%	5%	4%	0%	*	-	-	-	*	0%	-	6%	3%	3%	-
	2023	22%	17%	14%	11%	15%	*	-	-	*	*	14%	*	12%	16%	14%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	67%	54%	50%	77%	60%	-	*	-	*	29%	*	53%	55%	52%	*
	2023	81%	73%	68%	64%	71%	83%	-	-	-	*	48%	*	69%	67%	68%	-
At Meets Grade Level or Above	2024	55%	38%	28%	26%	46%	20%	-	*	-	*	10%	*	28%	29%	26%	*
	2023	57%	45%	41%	30%	64%	67%	-	-	-	*	33%	*	33%	50%	41%	-
At Masters Grade Level	2024	29%	14%	9%	9%	8%	20%	-	*	-	*	0%	*	10%	8%	9%	*
	2023	28%	18%	18%	11%	36%	33%	-	-	-	*	19%	*	14%	23%	17%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	65%	44%	41%	62%	*	-	*	-	*	23%	*	40%	48%	44%	*
	2023	80%	76%	74%	68%	86%	83%	-	-	-	*	48%	*	69%	80%	73%	-
At Meets Grade Level or Above	2024	50%	32%	19%	19%	15%	*	-	*	-	*	13%	*	23%	17%	17%	*
	2023	51%	43%	48%	45%	64%	50%	-	-	-	*	29%	*	44%	53%	47%	-
At Masters Grade Level	2024	19%	9%	1%	1%	0%	*	-	*	-	*	0%	*	3%	0%	1%	*
	2023	21%	13%	12%	9%	29%	0%	-	-	-	*	14%	*	14%	10%	14%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	37%	21%	18%	31%	*	-	*	-	*	14%	*	18%	23%	20%	*
	2023	65%	50%	47%	36%	64%	83%	-	-	-	*	33%	*	39%	57%	47%	-
At Meets Grade Level or Above	2024	28%	12%	6%	6%	8%	*	-	*	-	*	10%	*	5%	6%	5%	*
	2023	36%	20%	15%	7%	29%	33%	-	-	-	*	24%	*	17%	13%	15%	-
At Masters Grade Level	2024	11%	4%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	*
	2023	16%	8%	8%	5%	21%	0%	-	-	-	*	14%	*	11%	3%	8%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	63%	52%	47%	62%	78%	-	*	-	61%	32%	75%	51%	52%	50%	100%
	2023	76%	65%	64%	61%	67%	84%	-	-	*	83%	39%	47%	59%	70%	64%	*
At Meets Grade Level or Above	2024	48%	32%	24%	22%	25%	38%	-	*	-	26%	19%	13%	24%	23%	20%	80%
	2023	49%	34%	34%	29%	43%	48%	-	-	*	50%	23%	27%	29%	38%	33%	*
At Masters Grade Level	2024	20%	10%	5%	5%	4%	10%	-	*	-	9%	1%	0%	6%	4%	4%	0%
	2023	20%	11%	11%	8%	19%	16%	-	-	*	0%	14%	0%	10%	12%	11%	*
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	66%	62%	57%	73%	79%	-	*	-	73%	38%	*	62%	62%	59%	*
	2023	77%	67%	66%	63%	66%	85%	-	-	*	100%	38%	67%	62%	71%	66%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	39%	28%	27%	32%	37%	-	*	-	18%	19%	*	27%	30%	24%	*
	2023	53%	38%	35%	28%	50%	62%	-	-	*	60%	23%	33%	30%	41%	34%	*
At Masters Grade Level	2024	22%	12%	8%	8%	7%	16%	-	*	-	9%	1%	*	9%	7%	7%	*
	2023	20%	11%	13%	9%	21%	23%	-	-	*	0%	17%	0%	10%	15%	12%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	59%	53%	48%	61%	82%	-	*	-	55%	33%	*	50%	56%	50%	*
	2023	75%	65%	67%	65%	68%	83%	-	-	*	80%	42%	50%	63%	72%	67%	*
At Meets Grade Level or Above	2024	43%	27%	26%	23%	24%	47%	-	*	-	36%	23%	*	28%	23%	22%	*
	2023	45%	31%	38%	36%	42%	42%	-	-	*	40%	23%	33%	33%	43%	37%	*
At Masters Grade Level	2024	17%	8%	4%	4%	2%	6%	-	*	-	9%	1%	*	5%	3%	2%	*
	2023	19%	11%	10%	8%	16%	17%	-	-	*	0%	11%	0%	9%	11%	10%	*
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	61%	21%	18%	31%	*	-	*	-	*	14%	*	18%	23%	20%	*
	2023	77%	64%	47%	36%	64%	83%	-	-	-	*	33%	*	39%	57%	47%	-
At Meets Grade Level or Above	2024	43%	25%	6%	6%	8%	*	-	*	-	*	10%	*	5%	6%	5%	*
	2023	47%	29%	15%	7%	29%	33%	-	-	-	*	24%	*	17%	13%	15%	-
At Masters Grade Level	2024	16%	6%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	0%	*
	2023	18%	8%	8%	5%	21%	0%	-	-	-	*	14%	*	11%	3%	8%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	27%	19%	17%	20%	27%	-	-	-	20%	27%	*	19%	19%	13%	*
	2023	37%	33%	23%	22%	18%	*	-	-	-	*	10%	-	23%	22%	22%	*
Reading and Mathematics Including EOC	2024	35%	27%	19%	17%	20%	27%	-	-	-	20%	27%	*	19%	19%	13%	*
	2023	37%	33%	23%	22%	18%	*	-	-	-	*	10%	-	23%	22%	22%	*
Reading Including EOC	2024	48%	36%	28%	25%	33%	36%	-	-	-	20%	30%	*	27%	29%	20%	*
	2023	50%	45%	32%	29%	36%	*	-	-	-	*	10%	-	31%	35%	32%	*
Math Including EOC	2024	42%	32%	29%	25%	33%	45%	-	-	-	20%	37%	*	29%	29%	23%	*
	2023	45%	41%	29%	31%	18%	*	-	-	-	*	10%	-	28%	30%	28%	*
4th Graders																	
Reading and Mathematics	2024	38%	27%	20%	20%	15%	*	-	-	-	*	8%	-	20%	21%	18%	-
	2023	38%	28%	22%	18%	31%	*	-	-	*	*	18%	*	18%	25%	21%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	27%	20%	20%	15%	*	-	-	-	*	8%	-	20%	21%	18%	-
	2023	38%	28%	22%	18%	31%	*	-	-	*	*	18%	*	18%	25%	21%	*
Reading Including EOC	2024	51%	39%	29%	31%	15%	*	-	-	-	*	17%	-	26%	33%	28%	-
	2023	48%	36%	33%	26%	46%	*	-	-	*	*	18%	*	26%	39%	31%	*
Math Including EOC	2024	46%	36%	30%	27%	23%	*	-	-	-	*	17%	-	31%	28%	28%	-
	2023	48%	38%	36%	33%	38%	*	-	-	*	*	23%	*	26%	43%	36%	*
5th Graders																	
Reading and Mathematics	2024	42%	25%	18%	19%	15%	*	-	*	-	*	10%	*	23%	15%	16%	*
	2023	43%	33%	36%	27%	64%	50%	-	-	-	*	29%	*	28%	47%	36%	-
Reading and Mathematics Including EOC	2024	42%	25%	18%	19%	15%	*	-	*	-	*	10%	*	23%	15%	16%	*
	2023	43%	33%	36%	27%	64%	50%	-	-	-	*	29%	*	28%	47%	36%	-
Reading Including EOC	2024	55%	38%	28%	26%	46%	20%	-	*	-	*	10%	*	28%	29%	26%	*
	2023	57%	45%	41%	30%	64%	67%	-	-	-	*	33%	*	33%	50%	41%	-
Math Including EOC	2024	51%	32%	19%	19%	15%	*	-	*	-	*	13%	*	23%	17%	17%	*
	2023	51%	43%	48%	45%	64%	50%	-	-	-	*	29%	*	44%	53%	47%	-
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	23%	19%	19%	17%	29%	-	*	-	18%	16%	*	20%	18%	16%	*
	2023	37%	24%	27%	22%	39%	42%	-	-	*	20%	21%	17%	23%	31%	26%	*
Reading and Mathematics Including EOC	2024	38%	24%	19%	19%	17%	29%	-	*	-	18%	16%	*	20%	18%	16%	*
	2023	39%	25%	27%	22%	39%	42%	-	-	*	20%	21%	17%	23%	31%	26%	*
Reading Including EOC	2024	54%	39%	28%	27%	32%	37%	-	*	-	18%	19%	*	27%	30%	24%	*
	2023	53%	39%	35%	28%	50%	62%	-	-	*	60%	23%	33%	30%	41%	34%	*
Math Including EOC	2024	45%	29%	26%	23%	24%	47%	-	*	-	36%	23%	*	28%	23%	22%	*
	2023	47%	32%	38%	36%	42%	42%	-	-	*	40%	23%	33%	33%	43%	37%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	61%	53%	56%	46%	*	-	-	-	*	36%	-	51%	56%	54%	-
	2023	55%	50%	46%	43%	58%	*	-	-	*	*	39%	*	40%	51%	44%	*
Grade 4 Mathematics	2024	60%	54%	49%	46%	63%	*	-	-	-	*	45%	-	46%	54%	51%	-
	2023	63%	59%	79%	80%	67%	*	-	-	*	*	55%	*	71%	85%	77%	*
Grade 5 ELA/Reading	2024	70%	54%	48%	48%	55%	40%	-	-	-	*	30%	*	46%	50%	46%	-
	2023	65%	54%	47%	39%	65%	60%	-	-	-	*	58%	*	35%	63%	46%	-
Grade 5 Mathematics	2024	65%	50%	27%	26%	15%	*	-	-	-	*	22%	*	25%	28%	26%	-
	2023	71%	66%	77%	70%	92%	100%	-	-	-	*	80%	*	79%	75%	78%	-
All Grades Both Subjects	2024	64%	55%	43%	42%	45%	58%	-	-	-	35%	30%	*	42%	45%	43%	-
	2023	64%	56%	62%	59%	71%	77%	-	-	*	67%	57%	58%	56%	68%	61%	*
All Grades ELA/Reading	2024	67%	59%	50%	51%	50%	56%	-	-	-	30%	32%	*	49%	52%	49%	-
	2023	63%	53%	46%	41%	62%	57%	-	-	*	*	48%	33%	37%	56%	45%	*
All Grades Mathematics	2024	60%	50%	36%	34%	41%	60%	-	-	-	40%	29%	*	35%	38%	37%	-
	2023	66%	59%	78%	76%	80%	100%	-	-	*	*	67%	83%	75%	81%	78%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	36%	40%	33%	*	-	-	-	-	29%	-	38%	33%	36%	-
	2023	33%	33%	20%	25%	0%	-	-	-	-	-	7%	-	23%	17%	21%	*
Grade 4 Mathematics	2024	26%	27%	27%	24%	38%	-	-	-	-	*	0%	-	23%	31%	28%	-
	2023	27%	26%	48%	50%	33%	-	-	-	-	-	21%	-	32%	62%	46%	*
Grade 5 ELA/Reading	2024	35%	22%	15%	14%	*	*	-	-	-	-	21%	-	19%	12%	13%	-
	2023	37%	31%	21%	16%	*	*	-	-	-	-	23%	*	23%	18%	23%	-
Grade 5 Mathematics	2024	41%	35%	6%	7%	*	*	-	-	-	-	0%	-	6%	6%	7%	-
	2023	48%	44%	41%	33%	*	*	-	-	-	-	29%	*	31%	55%	40%	-
All Grades Both Subjects	2024	32%	28%	19%	18%	30%	*	-	-	-	*	12%	-	21%	18%	19%	-
	2023	38%	32%	34%	34%	33%	*	-	-	-	-	20%	0%	28%	42%	34%	*
All Grades ELA/Reading	2024	30%	26%	24%	23%	30%	*	-	-	-	-	23%	-	28%	19%	23%	-
	2023	35%	30%	20%	21%	13%	*	-	-	-	-	15%	*	23%	17%	22%	*
All Grades Mathematics	2024	35%	29%	16%	13%	30%	*	-	-	-	*	0%	-	14%	17%	16%	-
	2023	40%	33%	45%	44%	50%	*	-	-	-	-	25%	*	31%	59%	44%	*

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	63%	52%	-	-	-	-	-	-	*	*	-	-	*	51%	100%	-
	2023	76%	65%	64%	-	-	-	-	-	-	*	*	-	-	-	64%	*	-
At Meets Grade Level or Above	2024	48%	32%	24%	-	-	-	-	-	-	*	*	-	-	*	23%	80%	-
	2023	49%	34%	34%	-	-	-	-	-	-	*	*	-	-	-	33%	*	-
At Masters Grade Level	2024	20%	10%	5%	-	-	-	-	-	-	*	*	-	-	*	5%	0%	-
	2023	20%	11%	11%	-	-	-	-	-	-	*	*	-	-	-	11%	*	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	66%	62%	-	-	-	-	-	-	*	*	-	-	*	62%	*	-
	2023	77%	67%	66%	-	-	-	-	-	-	*	*	-	-	-	66%	*	-
At Meets Grade Level or Above	2024	54%	39%	28%	-	-	-	-	-	-	*	*	-	-	*	28%	*	-
	2023	53%	38%	35%	-	-	-	-	-	-	*	*	-	-	-	35%	*	-
At Masters Grade Level	2024	22%	12%	8%	-	-	-	-	-	-	*	*	-	-	*	9%	*	-
	2023	20%	11%	13%	-	-	-	-	-	-	*	*	-	-	-	13%	*	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	59%	53%	-	-	-	-	-	-	*	*	-	-	*	52%	*	-
	2023	75%	65%	67%	-	-	-	-	-	-	*	*	-	-	-	68%	*	-
At Meets Grade Level or Above	2024	43%	27%	26%	-	-	-	-	-	-	*	*	-	-	*	25%	*	-
	2023	45%	31%	38%	-	-	-	-	-	-	*	*	-	-	-	38%	*	-
At Masters Grade Level	2024	17%	8%	4%	-	-	-	-	-	-	*	*	-	-	*	4%	*	-
	2023	19%	11%	10%	-	-	-	-	-	-	*	*	-	-	-	10%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	61%	21%	-	-	-	-	-	-	*	*	-	-	-	20%	*	-
	2023	77%	64%	47%	-	-	-	-	-	-	-	-	-	-	-	47%	-	-
At Meets Grade Level or Above	2024	43%	25%	6%	-	-	-	-	-	-	*	*	-	-	-	5%	*	-
	2023	47%	29%	15%	-	-	-	-	-	-	-	-	-	-	-	15%	-	-
At Masters Grade Level	2024	16%	6%	0%	-	-	-	-	-	-	*	*	-	-	-	0%	*	-
	2023	18%	8%	8%	-	-	-	-	-	-	-	-	-	-	-	8%	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	55%	43%	-	-	-	-	-	-	-	-	-	-	-	43%	-	-
	2023	64%	56%	62%	-	-	-	-	-	-	*	*	-	-	-	62%	*	-
All Grades ELA/Reading	2024	67%	59%	50%	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
	2023	63%	53%	46%	-	-	-	-	-	-	*	*	-	-	-	46%	*	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	50%	36%	-	-	-	-	-	-	-	-	-	-	-	36%	-	-
	2023	66%	59%	78%	-	-	-	-	-	-	*	*	-	-	-	79%	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	28%	19%	-	-	-	-	-	-	-	-	-	-	-	19%	-	-
	2023	38%	32%	34%	-	-	-	-	-	-	*	*	-	-	-	35%	*	-
All Grades ELA/Reading	2024	30%	26%	24%	-	-	-	-	-	-	-	-	-	-	-	24%	-	-
	2023	35%	30%	20%	-	-	-	-	-	-	*	*	-	-	-	21%	*	-
All Grades Mathematics	2024	35%	29%	16%	-	-	-	-	-	-	-	-	-	-	-	16%	-	-
	2023	40%	33%	45%	-	-	-	-	-	-	*	*	-	-	-	45%	*	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	99%	99%	100%	94%	-	100%	-	96%	96%	100%	99%	98%	99%	100%
Included in Accountability	92%	93%	89%	91%	87%	83%	-	60%	-	96%	89%	100%	95%	84%	93%	71%
Not Included in Accountability: Mobile	4%	5%	9%	8%	13%	10%	-	0%	-	0%	8%	0%	4%	14%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	40%	-	0%	0%	0%	0%	1%	0%	29%
Not Tested	1%	2%	1%	1%	0%	6%	-	0%	-	4%	4%	0%	1%	2%	1%	0%
Absent	1%	2%	1%	1%	0%	6%	-	0%	-	4%	4%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	99%	100%	95%	-	*	-	100%	98%	*	99%	99%	99%	*
Included in Accountability	91%	92%	91%	91%	89%	90%	-	*	-	100%	91%	*	95%	86%	94%	*
Not Included in Accountability: Mobile	4%	5%	8%	8%	11%	5%	-	*	-	0%	6%	*	4%	13%	5%	*
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	1%	0%	*
Not Tested	1%	2%	1%	1%	0%	5%	-	*	-	0%	3%	*	1%	1%	1%	*
Absent	1%	2%	1%	1%	0%	5%	-	*	-	0%	3%	*	1%	1%	1%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	99%	99%	100%	95%	-	*	-	100%	98%	*	99%	98%	99%	*
Included in Accountability	93%	93%	90%	91%	87%	85%	-	*	-	100%	90%	*	95%	84%	94%	*
Not Included in Accountability: Mobile	5%	5%	9%	8%	13%	10%	-	*	-	0%	7%	*	4%	14%	5%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	1%	0%	*
Not Tested	1%	1%	1%	1%	0%	5%	-	*	-	0%	2%	*	1%	2%	1%	*
Absent	1%	1%	1%	1%	0%	5%	-	*	-	0%	2%	*	1%	2%	1%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	97%	96%	97%	100%	86%	-	*	-	*	92%	*	95%	97%	96%	*
Included in Accountability	93%	92%	85%	89%	81%	57%	-	*	-	*	81%	*	90%	81%	89%	*
Not Included in Accountability: Mobile	4%	4%	11%	8%	19%	29%	-	*	-	*	11%	*	5%	15%	7%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	3%	4%	3%	0%	14%	-	*	-	*	8%	*	5%	3%	4%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
Absent	1%	3%	4%	3%	0%	14%	-	*	-	*	8%	*	5%	3%	4%	*	
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	*	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	100%	100%	100%	97%	-	-	*	100%	100%	100%	100%	100%	100%	*	
Included in Accountability	93%	92%	89%	90%	90%	82%	-	-	*	86%	88%	100%	91%	86%	93%	*	
Not Included in Accountability: Mobile	4%	5%	10%	9%	10%	16%	-	-	*	14%	10%	0%	7%	13%	6%	*	
Not Included in Accountability: Other Exclusions	2%	1%	1%	1%	0%	0%	-	-	*	0%	2%	0%	1%	0%	1%	*	
Not Tested	1%	2%	0%	0%	0%	3%	-	-	*	0%	0%	0%	0%	0%	0%	*	
Absent	1%	2%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	*	
Other	0%	0%	0%	0%	0%	3%	-	-	*	0%	0%	0%	0%	0%	0%	*	
Reading																	
Assessment Participant	99%	98%	100%	99%	100%	100%	-	-	*	100%	100%	100%	100%	99%	100%	*	
Included in Accountability	92%	92%	90%	90%	90%	81%	-	-	*	83%	88%	100%	92%	87%	93%	*	
Not Included in Accountability: Mobile	4%	5%	10%	8%	10%	19%	-	-	*	17%	10%	0%	7%	13%	6%	*	
Not Included in Accountability: Other Exclusions	3%	1%	0%	1%	0%	0%	-	-	*	0%	2%	0%	1%	0%	0%	*	
Not Tested	1%	2%	0%	1%	0%	0%	-	-	*	0%	0%	0%	0%	1%	0%	*	
Absent	1%	2%	0%	1%	0%	0%	-	-	*	0%	0%	0%	0%	1%	0%	*	
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	*	
Mathematics																	
Assessment Participant	99%	98%	100%	100%	100%	94%	-	-	*	100%	100%	100%	99%	100%	100%	*	
Included in Accountability	94%	92%	89%	90%	90%	75%	-	-	*	83%	88%	100%	92%	87%	93%	*	
Not Included in Accountability: Mobile	5%	5%	10%	9%	10%	19%	-	-	*	17%	10%	0%	7%	13%	6%	*	
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	-	-	*	0%	2%	0%	1%	0%	0%	*	
Not Tested	1%	2%	0%	0%	0%	6%	-	-	*	0%	0%	0%	1%	0%	0%	*	
Absent	1%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	*	
Other	0%	0%	0%	0%	0%	6%	-	-	*	0%	0%	0%	1%	0%	0%	*	
Science																	
Assessment Participant	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-	
Included in Accountability	93%	92%	87%	85%	88%	100%	-	-	-	*	84%	*	88%	86%	92%	-	
Not Included in Accountability: Mobile	4%	5%	12%	13%	13%	0%	-	-	-	*	12%	*	10%	14%	6%	-	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	1%	2%	0%	0%	-	-	-	*	4%	*	2%	0%	2%	-
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON 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													
2022-23	93.3%	90.4%	92.1%	92.6%	90.0%	92.1%	-	*	*	93.7%	91.8%	91.9%	*
2021-22	92.2%	89.6%	92.0%	92.5%	90.9%	91.9%	*	*	*	91.6%	90.7%	91.8%	84.4%
Chronic Absenteeism													
2022-23	20.3%	30.8%	29.0%	25.3%	40.0%	33.3%	-	*	*	26.7%	28.9%	30.1%	50.0%
2021-22	25.7%	35.2%	30.0%	26.6%	37.0%	32.4%	*	*	*	36.4%	36.1%	31.3%	44.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	4.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	3.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	82.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	14.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON 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	93.2%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	86.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	80.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	11.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON 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 2023	84.3%	87.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	8.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	11.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	93.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	507	377,367
By Ethnicity:				
African American	-	-	150	46,822
Hispanic	-	-	214	197,333
White	-	-	116	103,009
American Indian	-	-	3	1,181
Asian	-	-	3	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	21	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	41	49,278
Foundation H.S. Program (Endorsement)	-	-	41	16,475
Foundation H.S. Program (DLA)	-	-	421	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	4	222
Special Education Graduates	-	-	53	34,589
Economically Disadvantaged Graduates	-	-	371	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	50,229
At-Risk Graduates	-	-	259	168,430
CTE Completers	-	-	109	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	524	100.0%	7,822	5,517,464	525	100.0%	7,874	5,531,236
Students by Grade								
Kindergarten	81	15.5%	6.1%	6.5%	81	15.4%	6.1%	6.5%
Grade 1	94	17.9%	6.6%	7.0%	94	17.9%	6.6%	7.0%
Grade 2	92	17.6%	7.1%	7.3%	92	17.5%	7.1%	7.3%
Grade 3	89	17.0%	7.3%	7.2%	89	17.0%	7.2%	7.2%
Grade 4	73	13.9%	7.1%	7.2%	74	14.1%	7.1%	7.2%
Grade 5	95	18.1%	7.2%	7.2%	95	18.1%	7.2%	7.2%
Ethnic Distribution								
African American	330	63.0%	29.2%	12.8%	330	62.9%	29.2%	12.8%
Hispanic	112	21.4%	46.6%	53.2%	112	21.3%	46.7%	53.2%
White	50	9.5%	18.4%	25.0%	51	9.7%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	5	1.0%	0.4%	5.4%	5	1.0%	0.4%	5.4%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	26	5.0%	5.2%	3.1%	26	5.0%	5.2%	3.1%
Sex								
Female	253	48.3%	48.7%	48.9%	253	48.2%	48.7%	48.8%
Male	271	51.7%	51.3%	51.1%	272	51.8%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	462	88.2%	82.8%	62.3%	462	88.0%	82.8%	62.2%
Non-Educationally Disadvantaged	62	11.8%	17.2%	37.7%	63	12.0%	17.2%	37.8%
Section 504 Students	12	2.3%	5.1%	7.2%	12	2.3%	5.1%	7.2%
EB Students/EL	8	1.5%	13.9%	24.4%	8	1.5%	13.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.2%	6.2%	1.9%				
Students w/ Dyslexia	27	5.2%	6.1%	6.0%	27	5.1%	6.1%	6.0%
Foster Care	3	0.6%	0.1%	0.2%	3	0.6%	0.1%	0.2%
Homeless	29	5.5%	3.6%	1.4%	29	5.5%	3.6%	1.4%
Immigrant	0	0.0%	0.2%	2.9%	0	0.0%	0.2%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	524	100.0%	66.3%	65.7%	525	100.0%	66.4%	65.7%
Military Connected	10	1.9%	0.7%	3.9%	10	1.9%	0.7%	3.9%
At-Risk	298	56.9%	54.9%	53.2%	298	56.8%	54.8%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	9	1.7%	13.8%	24.5%	9	1.7%	13.8%	24.4%
Career and Technical Education	0	0.0%	23.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.2%	73.3%	-	-	-	-

Texas Education Agency
2023-24 Student Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Gifted and Talented Education	24	4.6%	6.0%	8.5%	24	4.6%	6.0%	8.5%
Special Education	126	24.0%	20.8%	13.9%	127	24.2%	20.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	126							
Students with Intellectual Disabilities	57	45.2%	50.9%	45.7%				
Students with Physical Disabilities	18	14.3%	13.3%	18.9%				
Students with Autism	28	22.2%	17.0%	16.2%				
Students with Behavioral Disabilities	23	18.3%	17.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.7%				
Mobility (2022-23)								
Total Mobile Students	110	23.2%	24.6%	16.1%				
African American	69	14.5%	9.9%	3.4%				
Hispanic	20	4.2%	9.7%	8.5%				
White	16	3.4%	3.9%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.8%	0.9%	0.5%				
Special Ed Students who are Mobile	29	23.8%	26.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	4	66.7%	17.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	100	22.9%	25.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	123	30.4%	20.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.5%	1.3%	0.0%	0.0%	3.9%
Grade 1	9.7%	2.0%	2.1%	0.0%	1.5%	3.3%
Grade 2	7.5%	2.1%	1.3%	0.0%	1.2%	1.6%
Grade 3	0.0%	0.3%	0.7%	0.0%	0.0%	0.7%
Grade 4	1.7%	0.5%	0.4%	0.0%	1.9%	0.5%
Grade 5	0.0%	0.7%	0.2%	0.0%	0.0%	0.3%

Texas Education Agency
2023-24 Student Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.5	20.0	18.4
Grade 1	28.5	20.5	18.8
Grade 2	27.6	21.3	19.1
Grade 3	20.5	19.3	19.4
Grade 4	23.0	21.5	19.4
Grade 5	22.3	22.3	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	46.8	100.0%	100.0%	100.0%
Professional Staff	40.1	85.7%	59.2%	63.9%
Teachers	29.8	63.8%	42.0%	48.3%
Professional Support	6.8	14.4%	12.0%	11.1%
Campus Administration (School Leadership)	3.5	7.5%	3.8%	3.3%
Educational Aides	6.7	14.3%	10.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	11.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	24.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	36.5	78.1%	60.3%	54.4%
Teachers by Ethnicity				
African American	18.9	63.4%	32.1%	12.6%
Hispanic	5.0	16.8%	17.3%	30.1%
White	5.9	19.8%	48.1%	53.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	1.1%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	7.0	23.5%	27.5%	24.5%
Females	22.8	76.5%	72.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.2%	2.5%
Bachelors	18.9	63.4%	76.2%	71.7%
Masters	10.9	36.6%	20.7%	24.9%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.0	13.4%	12.5%	8.7%
1-5 Years Experience	9.9	33.2%	33.8%	27.4%
6-10 Years Experience	10.0	33.5%	19.8%	20.2%
11-20 Years Experience	4.5	15.1%	21.3%	27.1%
21-30 Years Experience	1.4	4.8%	9.8%	13.7%
Over 30 Years Experience	0.0	0.0%	2.9%	3.0%
Number of Students per Teacher	17.6	n/a	14.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	6.5	6.0
Average Years Experience of Principals with District	1.0	4.8	5.1
Average Years Experience of Assistant Principals	5.5	3.7	5.1
Average Years Experience of Assistant Principals with District	5.5	2.9	4.3
Average Years Experience of Teachers	7.2	9.2	11.1
Average Years Experience of Teachers with District	4.2	5.0	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$60,500	\$60,927	\$54,272
1-5 Years Experience	\$62,906	\$61,873	\$58,185
6-10 Years Experience	\$63,205	\$64,029	\$61,494
11-20 Years Experience	\$65,699	\$66,521	\$65,219
21-30 Years Experience	\$67,806	\$70,632	\$69,723
Over 30 Years Experience	-	\$66,777	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$63,339	\$64,166	\$62,474
Professional Support	\$70,158	\$79,083	\$73,783
Campus Administration (School Leadership)	\$92,287	\$90,247	\$86,738
Instructional Staff Percent	n/a	56.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.8	2.5%	3.8%	6.0%
Career and Technical Education	0.0	0.0%	6.1%	5.5%
Compensatory Education	0.0	0.0%	3.3%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.1	80.9%	71.2%	69.8%
Special Education	4.9	16.6%	15.6%	10.3%
Other	0.0	0.0%	0.1%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District

SECTION 2

PEIMS Financial Standard Report
(2022-2023 Financial Actual Report)



2022 - 2023 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 7,816

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$60,606,483	56.39%	\$7,754	\$60,606,483	44.00%	\$7,754	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$35,176,771	32.73%	\$4,501	\$35,684,004	25.91%	\$4,566	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$3,337,371	3.11%	\$427	\$31,386,076	22.79%	\$4,016	\$14,132,922,804	20.03%	\$2,568
Other Local	\$8,359,935	7.78%	\$1,070	\$10,062,804	7.31%	\$1,287	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$107,480,560	100.00%	\$13,751	\$137,739,367	100.00%	\$17,623	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$23,875,699	90.14%	\$3,055	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$704,018	2.66%	\$90	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$1,563,874	5.90%	\$200	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$344,072	100.00%	\$44	\$344,072	1.30%	\$44	\$879,081,869	7.47%	\$160
Total Other Revenue	\$344,072	100.00%	\$44	\$26,487,663	100.00%	\$3,389	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$107,824,632	100.00%	\$13,795	\$164,227,030	100.00%	\$21,012	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$826,620	100.00%	\$106	\$826,620	100.00%	\$106	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$826,620	100.00%	\$106	\$826,620	100.00%	\$106	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$108,651,252	100.00%	\$13,901	\$165,053,650	100.00%	\$21,117	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$1,165,416	21.31%	\$149	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$4,264,049	100.00%	\$546	\$4,303,299	78.69%	\$551	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$4,264,049	100.00%	\$546	\$5,468,715	100.00%	\$700	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$112,088,681	100.00%	\$14,341	\$169,695,745	100.00%	\$21,711	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2022 - 2023 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 7,816

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	\$70,929,957	75.82%	\$9,075	\$87,720,210	71.58%	\$11,223	\$53,061,122,304	77.83%	\$9,642
Professional & Contracted Services (Object 62xx)	\$11,070,636	11.83%	\$1,416	\$13,846,482	11.30%	\$1,772	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$5,724,756	6.12%	\$732	\$14,910,543	12.17%	\$1,908	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$5,829,780	6.23%	\$746	\$6,066,253	4.95%	\$776	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$93,555,129	100.00%	\$11,970	\$122,543,488	100.00%	\$15,679	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$20,512	1.16%	\$3	\$20,512	0.05%	\$3	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$205,747	11.62%	\$26	\$24,833,919	60.46%	\$3,177	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$1,543,993	87.22%	\$198	\$16,218,048	39.49%	\$2,075	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$1,770,252	100.00%	\$226	\$41,072,479	100.00%	\$5,255	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$95,325,381	100.00%	\$12,196	\$163,615,967	100.00%	\$20,933	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$45,914,451	49.08%	\$5,874	\$63,319,453	51.67%	\$8,101	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$947,872	1.01%	\$121	\$996,627	0.81%	\$128	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$839,023	0.90%	\$107	\$2,133,335	1.74%	\$273	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$1,233,309	1.32%	\$158	\$2,489,995	2.03%	\$319	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$5,764,618	6.16%	\$738	\$6,350,370	5.18%	\$812	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$2,476,511	2.65%	\$317	\$3,190,823	2.60%	\$408	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$150,697	0.16%	\$19	\$421,545	0.34%	\$54	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$848,156	0.91%	\$109	\$923,564	0.75%	\$118	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$3,334,029	3.56%	\$427	\$3,356,516	2.74%	\$429	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$0	0.00%	\$0	\$6,504,272	5.31%	\$832	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$3,589,664	3.84%	\$459	\$3,769,693	3.08%	\$482	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$3,834,690	4.10%	\$491	\$3,876,748	3.16%	\$496	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$17,642,866	18.86%	\$2,257	\$17,694,922	14.44%	\$2,264	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$3,703,863	3.96%	\$474	\$3,801,420	3.10%	\$486	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$3,244,587	3.47%	\$415	\$3,401,079	2.78%	\$435	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$30,793	0.03%	\$4	\$313,126	0.26%	\$40	\$352,764,015	0.52%	\$64

2022 - 2023 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 7,816

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4
Total Operating Expenditures by Function	\$93,555,129	100.00%	\$11,970	\$122,543,488	100.00%	\$15,679	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$20,512	1.16%	\$3	\$20,512	0.05%	\$3	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$205,747	11.62%	\$26	\$24,833,919	60.46%	\$3,177	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,543,993	87.22%	\$198	\$16,218,048	39.49%	\$2,075	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$1,770,252	100.00%	\$226	\$41,072,479	100.00%	\$5,255	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$95,325,381	100.00%	\$12,196	\$163,615,967	100.00%	\$20,933	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$34,229,836	36.59%	\$4,379	\$34,773,112	28.38%	\$4,449	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$123,039	0.13%	\$16	\$123,039	0.10%	\$16	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$3,967,233	4.24%	\$508	\$4,213,298	3.44%	\$539	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$11,740,647	12.55%	\$1,502	\$13,836,379	11.29%	\$1,770	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$6,726,112	7.19%	\$861	\$24,904,523	20.32%	\$3,186	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$411,417	0.44%	\$53	\$561,890	0.46%	\$72	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$1,187,515	1.27%	\$152	\$1,196,647	0.98%	\$153	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$451,668	0.48%	\$58	\$456,331	0.37%	\$58	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$12,950	0.01%	\$2	\$12,950	0.01%	\$2	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$2,946,176	3.15%	\$377	\$3,053,169	2.49%	\$391	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$31,758,536	33.95%	\$4,063	\$39,412,150	32.16%	\$5,042	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$93,555,129	100.00%	\$11,970	\$122,543,488	100.00%	\$15,679	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$20,512	1.16%	\$3	\$20,512	0.05%	\$3	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$205,747	11.62%	\$26	\$24,833,919	60.46%	\$3,177	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,543,993	87.22%	\$198	\$16,218,048	39.49%	\$2,075	\$13,009,251,112	53.68%	\$2,364

2022 - 2023 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 7,816

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,770,252	100.00%	\$226	\$41,072,479	100.00%	\$5,255	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$95,325,381	100.00%	\$12,196	\$163,615,967	100.00%	\$20,933	\$92,414,047,078	100.00%	\$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	\$93,555,129	90.10%	\$11,970	\$122,543,488	71.20%	\$15,679	\$68,178,348,415	68.96%	\$12,389
Recapture	\$826,620	0.80%	\$106	\$826,620	0.50%	\$106	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$6,763,292	6.51%	\$865	\$6,763,292	3.93%	\$865	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$914,379	0.88%	\$117	\$914,379	0.53%	\$117	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$20,512	0.02%	\$3	\$20,512	0.01%	\$3	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$205,747	0.20%	\$26	\$24,833,919	14.43%	\$3,177	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$1,543,993	1.49%	\$198	\$16,218,048	9.42%	\$2,075	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$103,829,672	100.00%	\$13,284	\$172,120,258	100.00%	\$22,022	\$98,870,180,389	100.00%	\$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9429			0.9123		
Interest & Sinking Tax Rate				0.3684			0.2273		
Total Tax Rate				1.3113			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$2,732,996		\$350	\$2,829,114		\$362	\$432,562,929		\$85

2022 - 2023 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 7,816

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	\$0		\$0	\$175,220,799		\$22,418	\$34,649,934,798		\$6,795
Committed Fund Balance	\$0		\$0	\$955,526		\$122	\$4,558,561,099		\$894
Assigned Fund Balance	\$67,957,973		\$8,695	\$67,957,973		\$8,695	\$4,079,140,041		\$800
Unassigned Fund Balance	\$37,259,342		\$4,767	\$37,259,342		\$4,767	\$17,788,393,141		\$3,488
Total Fund Balance**	\$107,950,311		\$13,811	\$284,222,754		\$36,364	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$98,864,670		\$12,747	\$137,140,423		\$17,682	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$15,504,861		\$1,984	\$6,572,843		\$841	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$-6,419,220		\$-821	\$140,509,488		\$17,977	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$0		\$0	\$0		\$0	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$107,950,311		\$13,811	\$284,222,754		\$36,364	\$61,508,592,008		\$12,062

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR TEXAS CITY H S (084906001)
TEXAS CITY ISD

Total Enrolled Membership: 1,707

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$15,300,291	100.00%	\$8,963	\$17,507,280	100.00%	\$10,256
Operating-Payroll	\$13,505,543	88.27%	\$7,912	\$15,128,087	86.41%	\$8,862
Other Operating	\$1,747,665	11.42%	\$1,024	\$2,063,620	11.79%	\$1,209
Non-Operating(Equipt/Supplies)	\$47,083	0.31%	\$28	\$315,573	1.80%	\$185
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$15,253,208	100.00%	\$8,936	\$17,191,707	100.00%	\$10,071
Instruction (11,95) *	\$10,480,306	68.71%	\$6,140	\$11,475,708	66.75%	\$6,723
Instructional Res/Media (12) *	\$106,802	0.70%	\$63	\$132,077	0.77%	\$77
Curriculum/Staff Develop (13) *	\$175,539	1.15%	\$103	\$188,168	1.09%	\$110
Instructional Leadership (21) *	\$317,313	2.08%	\$186	\$451,348	2.63%	\$264
School Leadership (23) *	\$1,205,284	7.90%	\$706	\$1,258,716	7.32%	\$737
Guidance/Counseling Svcs (31) *	\$527,045	3.46%	\$309	\$609,013	3.54%	\$357
Social Work Services (32) *	\$56,948	0.37%	\$33	\$56,948	0.33%	\$33
Health Services (33) *	\$96,502	0.63%	\$57	\$96,502	0.56%	\$57
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$480,155	2.79%	\$281
Extracurricular (36) **	\$1,633,444	10.71%	\$957	\$1,740,302	10.12%	\$1,020
Plant Maint/Operation (51) **	\$516,290	3.38%	\$302	\$543,398	3.16%	\$318
Security/Monitoring (52) **	\$137,735	0.90%	\$81	\$137,735	0.80%	\$81

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR TEXAS CITY H S (084906001)
TEXAS CITY ISD

Total Enrolled Membership: 1,707

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$15,253,208	100.00%	\$8,936	\$17,191,707	100.00%	\$10,071
Regular	\$7,239,077	47.46%	\$4,241	\$7,267,333	42.27%	\$4,257
Gifted & Talented	\$25,484	0.17%	\$15	\$25,484	0.15%	\$15
Career & Technical	\$2,969,630	19.47%	\$1,740	\$3,058,816	17.79%	\$1,792
Students with Disabilities	\$1,981,996	12.99%	\$1,161	\$2,142,207	12.46%	\$1,255
State Compensatory ED	\$716,790	4.70%	\$420	\$1,600,239	9.31%	\$937
Bilingual	\$50,982	0.33%	\$30	\$50,982	0.30%	\$30
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$15,999	0.10%	\$9	\$15,999	0.09%	\$9
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$1,430,725	9.38%	\$838	\$1,530,797	8.90%	\$897
Un-Allocated	\$822,525	5.39%	\$482	\$1,499,850	8.72%	\$879

Note: Some amounts may not total due to rounding.

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

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

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE H S (084906002)
TEXAS CITY ISD

Total Enrolled Membership: 631

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$7,186,517	100.00%	\$11,389	\$11,367,935	100.00%	\$18,016
Operating-Payroll	\$5,988,696	83.33%	\$9,491	\$7,112,344	62.56%	\$11,272
Other Operating	\$836,672	11.64%	\$1,326	\$1,012,447	8.91%	\$1,605
Non-Operating(Equipt/Supplies)	\$361,149	5.03%	\$572	\$3,243,144	28.53%	\$5,140
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$6,825,368	100.00%	\$10,817	\$8,124,791	100.00%	\$12,876
Instruction (11,95) *	\$4,275,976	62.65%	\$6,777	\$5,235,759	64.44%	\$8,298
Instructional Res/Media (12) *	\$82,136	1.20%	\$130	\$83,658	1.03%	\$133
Curriculum/Staff Develop (13) *	\$55,409	0.81%	\$88	\$74,743	0.92%	\$118
Instructional Leadership (21) *	\$93,902	1.38%	\$149	\$192,271	2.37%	\$305
School Leadership (23) *	\$711,874	10.43%	\$1,128	\$755,079	9.29%	\$1,197
Guidance/Counseling Svcs (31) *	\$243,261	3.56%	\$386	\$246,305	3.03%	\$390
Social Work Services (32) *	\$6,027	0.09%	\$10	\$6,027	0.07%	\$10
Health Services (33) *	\$89,354	1.31%	\$142	\$92,488	1.14%	\$147
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$161,488	1.99%	\$256
Extracurricular (36) **	\$880,573	12.90%	\$1,396	\$889,937	10.95%	\$1,410
Plant Maint/Operation (51) **	\$300,781	4.41%	\$477	\$300,781	3.70%	\$477
Security/Monitoring (52) **	\$86,075	1.26%	\$136	\$86,075	1.06%	\$136

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE H S (084906002)
TEXAS CITY ISD

Total Enrolled Membership: 631

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$180	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$6,825,368	100.00%	\$10,817	\$8,124,791	100.00%	\$12,876
Regular	\$3,465,849	50.78%	\$5,493	\$3,516,497	43.28%	\$5,573
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$881,395	12.91%	\$1,397	\$893,143	10.99%	\$1,415
Students with Disabilities	\$953,743	13.97%	\$1,511	\$1,151,707	14.18%	\$1,825
State Compensatory ED	\$236,496	3.46%	\$375	\$959,306	11.81%	\$1,520
Bilingual	\$412	0.01%	\$1	\$412	0.01%	\$1
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$29,934	0.44%	\$47	\$30,314	0.37%	\$48
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$768,559	11.26%	\$1,218	\$771,603	9.50%	\$1,223
Un-Allocated	\$488,980	7.16%	\$775	\$801,809	9.87%	\$1,271

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODROW WILSON DAEP (084906006)
TEXAS CITY ISD

Total Enrolled Membership: 65

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,813,411	100.00%	\$27,899	\$1,891,866	100.00%	\$29,106
Operating-Payroll	\$1,487,842	82.05%	\$22,890	\$1,564,214	82.68%	\$24,065
Other Operating	\$85,554	4.72%	\$1,316	\$87,637	4.63%	\$1,348
Non-Operating(Equipt/Supplies)	\$240,015	13.24%	\$3,693	\$240,015	12.69%	\$3,693
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,573,396	100.00%	\$24,206	\$1,651,851	100.00%	\$25,413
Instruction (11,95) *	\$1,048,422	66.63%	\$16,130	\$1,126,877	68.22%	\$17,337
Instructional Res/Media (12) *	\$646	0.04%	\$10	\$646	0.04%	\$10
Curriculum/Staff Develop (13) *	\$10,571	0.67%	\$163	\$10,571	0.64%	\$163
Instructional Leadership (21) *	\$26,579	1.69%	\$409	\$26,579	1.61%	\$409
School Leadership (23) *	\$300,385	19.09%	\$4,621	\$300,385	18.18%	\$4,621
Guidance/Counseling Svcs (31) *	\$90,960	5.78%	\$1,399	\$90,960	5.51%	\$1,399
Social Work Services (32) *	\$104	0.01%	\$2	\$104	0.01%	\$2
Health Services (33) *	\$417	0.03%	\$6	\$417	0.03%	\$6
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$57,795	3.67%	\$889	\$57,795	3.50%	\$889
Security/Monitoring (52) **	\$37,517	2.38%	\$577	\$37,517	2.27%	\$577

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODROW WILSON DAEP (084906006)
TEXAS CITY ISD**

Total Enrolled Membership: 65

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,573,396	100.00%	\$24,206	\$1,651,851	100.00%	\$25,413
Regular	\$0	0.00%	\$0	\$0	0.00%	\$0
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$200,368	12.73%	\$3,083	\$200,368	12.13%	\$3,083
State Compensatory ED	\$1,373,028	87.27%	\$21,124	\$1,449,400	87.74%	\$22,298
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$2,083	0.13%	\$32

Note: Some amounts may not total due to rounding.

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

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

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLOCKER MIDDLE (084906041)
TEXAS CITY ISD

Total Enrolled Membership: 864

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$6,078,721	100.00%	\$7,036	\$7,154,863	100.00%	\$8,281
Operating-Payroll	\$5,611,221	92.31%	\$6,494	\$6,627,673	92.63%	\$7,671
Other Operating	\$436,126	7.17%	\$505	\$495,816	6.93%	\$574
Non-Operating(Equipt/Supplies)	\$31,374	0.52%	\$36	\$31,374	0.44%	\$36
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$6,047,347	100.00%	\$6,999	\$7,123,489	100.00%	\$8,245
Instruction (11,95) *	\$4,544,438	75.15%	\$5,260	\$5,144,298	72.22%	\$5,954
Instructional Res/Media (12) *	\$110,529	1.83%	\$128	\$110,529	1.55%	\$128
Curriculum/Staff Develop (13) *	\$74,892	1.24%	\$87	\$74,892	1.05%	\$87
Instructional Leadership (21) *	\$115,691	1.91%	\$134	\$153,523	2.16%	\$178
School Leadership (23) *	\$526,755	8.71%	\$610	\$614,016	8.62%	\$711
Guidance/Counseling Svcs (31) *	\$230,223	3.81%	\$266	\$331,040	4.65%	\$383
Social Work Services (32) *	\$397	0.01%	\$0	\$397	0.01%	\$0
Health Services (33) *	\$76,405	1.26%	\$88	\$76,405	1.07%	\$88
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$228,735	3.21%	\$265
Extracurricular (36) **	\$215,183	3.56%	\$249	\$215,183	3.02%	\$249
Plant Maint/Operation (51) **	\$98,453	1.63%	\$114	\$98,453	1.38%	\$114
Security/Monitoring (52) **	\$54,381	0.90%	\$63	\$54,381	0.76%	\$63

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLOCKER MIDDLE (084906041)
TEXAS CITY ISD

Total Enrolled Membership: 864

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$6,040,817	100.00%	\$6,992	\$7,116,959	100.00%	\$8,237
Regular	\$3,688,890	61.07%	\$4,270	\$3,688,890	51.83%	\$4,270
Gifted & Talented	\$94,407	1.56%	\$109	\$94,407	1.33%	\$109
Career & Technical	\$89,954	1.49%	\$104	\$89,954	1.26%	\$104
Students with Disabilities	\$1,471,643	24.36%	\$1,703	\$1,680,995	23.62%	\$1,946
State Compensatory ED	\$250,561	4.15%	\$290	\$829,326	11.65%	\$960
Bilingual	\$51,841	0.86%	\$60	\$51,841	0.73%	\$60
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$46,343	0.77%	\$54	\$46,343	0.65%	\$54
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$185,051	3.06%	\$214	\$185,051	2.60%	\$214
Un-Allocated	\$162,127	2.68%	\$188	\$450,152	6.33%	\$521

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GILES MIDDLE (084906043)
TEXAS CITY ISD

Total Enrolled Membership: 533

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,535,008	100.00%	\$8,508	\$9,363,656	100.00%	\$17,568
Operating-Payroll	\$4,205,715	92.74%	\$7,891	\$5,412,380	57.80%	\$10,155
Other Operating	\$328,558	7.24%	\$616	\$409,512	4.37%	\$768
Non-Operating(Equipt/Supplies)	\$735	0.02%	\$1	\$3,541,764	37.82%	\$6,645
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,534,273	100.00%	\$8,507	\$5,821,892	100.00%	\$10,923
Instruction (11,95) *	\$3,017,911	66.56%	\$5,662	\$3,882,458	66.69%	\$7,284
Instructional Res/Media (12) *	\$84,215	1.86%	\$158	\$85,737	1.47%	\$161
Curriculum/Staff Develop (13) *	\$46,350	1.02%	\$87	\$46,350	0.80%	\$87
Instructional Leadership (21) *	\$72,791	1.61%	\$137	\$208,235	3.58%	\$391
School Leadership (23) *	\$507,188	11.19%	\$952	\$622,071	10.69%	\$1,167
Guidance/Counseling Svcs (31) *	\$227,936	5.03%	\$428	\$230,980	3.97%	\$433
Social Work Services (32) *	\$18,965	0.42%	\$36	\$18,965	0.33%	\$36
Health Services (33) *	\$76,011	1.68%	\$143	\$77,533	1.33%	\$145
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$163,193	2.80%	\$306
Extracurricular (36) **	\$161,284	3.56%	\$303	\$161,284	2.77%	\$303
Plant Maint/Operation (51) **	\$252,422	5.57%	\$474	\$252,422	4.34%	\$474
Security/Monitoring (52) **	\$69,200	1.53%	\$130	\$69,200	1.19%	\$130

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR GILES MIDDLE (084906043)
TEXAS CITY ISD**

Total Enrolled Membership: 533

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$1,860	0.03%	\$3
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,534,273	100.00%	\$8,507	\$5,821,892	100.00%	\$10,923
Regular	\$2,835,634	62.54%	\$5,320	\$2,911,062	50.00%	\$5,462
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$838,427	18.49%	\$1,573	\$955,666	16.42%	\$1,793
State Compensatory ED	\$291,221	6.42%	\$546	\$1,201,343	20.63%	\$2,254
Bilingual	\$6,431	0.14%	\$12	\$6,431	0.11%	\$12
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$110,582	2.44%	\$207	\$112,724	1.94%	\$211
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$126,706	2.79%	\$238	\$126,706	2.18%	\$238
Un-Allocated	\$325,272	7.17%	\$610	\$507,960	8.72%	\$953

Note: Some amounts may not total due to rounding.

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

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

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR FRY INT (084906101)
TEXAS CITY ISD

Total Enrolled Membership: 827

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$6,272,284	100.00%	\$7,584	\$7,904,232	100.00%	\$9,558
Operating-Payroll	\$5,800,473	92.48%	\$7,014	\$7,231,747	91.49%	\$8,745
Other Operating	\$445,544	7.10%	\$539	\$646,218	8.18%	\$781
Non-Operating(Equipt/Supplies)	\$26,267	0.42%	\$32	\$26,267	0.33%	\$32
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$6,246,017	100.00%	\$7,553	\$7,877,965	100.00%	\$9,526
Instruction (11,95) *	\$4,662,745	74.65%	\$5,638	\$5,701,306	72.37%	\$6,894
Instructional Res/Media (12) *	\$94,476	1.51%	\$114	\$94,476	1.20%	\$114
Curriculum/Staff Develop (13) *	\$64,271	1.03%	\$78	\$67,151	0.85%	\$81
Instructional Leadership (21) *	\$117,263	1.88%	\$142	\$221,516	2.81%	\$268
School Leadership (23) *	\$566,581	9.07%	\$685	\$566,581	7.19%	\$685
Guidance/Counseling Svcs (31) *	\$267,329	4.28%	\$323	\$452,975	5.75%	\$548
Social Work Services (32) *	\$11,762	0.19%	\$14	\$11,762	0.15%	\$14
Health Services (33) *	\$67,857	1.09%	\$82	\$67,857	0.86%	\$82
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$209,105	2.65%	\$253
Extracurricular (36) **	\$27,395	0.44%	\$33	\$27,395	0.35%	\$33
Plant Maint/Operation (51) **	\$232,365	3.72%	\$281	\$232,365	2.95%	\$281
Security/Monitoring (52) **	\$89,513	1.43%	\$108	\$89,513	1.14%	\$108

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR FRY INT (084906101)
TEXAS CITY ISD

Total Enrolled Membership: 827

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$44,460	0.71%	\$54	\$59,306	0.75%	\$72
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$6,242,411	100.00%	\$7,548	\$7,874,359	100.00%	\$9,522
Regular	\$3,658,897	58.61%	\$4,424	\$3,659,548	46.47%	\$4,425
Gifted & Talented	\$60	0.00%	\$0	\$60	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,532,232	24.55%	\$1,853	\$1,753,653	22.27%	\$2,120
State Compensatory ED	\$592,213	9.49%	\$716	\$1,792,037	22.76%	\$2,167
Bilingual	\$19,334	0.31%	\$23	\$19,334	0.25%	\$23
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$45,942	0.74%	\$56	\$45,942	0.58%	\$56
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$393,733	6.31%	\$476	\$603,785	7.67%	\$730

Note: Some amounts may not total due to rounding.

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

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

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HEIGHTS EL (084906102)
TEXAS CITY ISD

Total Enrolled Membership: 401

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,242,966	100.00%	\$8,087	\$4,580,591	100.00%	\$11,423
Operating-Payroll	\$3,045,459	93.91%	\$7,595	\$4,194,897	91.58%	\$10,461
Other Operating	\$179,280	5.53%	\$447	\$307,677	6.72%	\$767
Non-Operating(Equipt/Supplies)	\$18,227	0.56%	\$45	\$78,017	1.70%	\$195
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,224,739	100.00%	\$8,042	\$4,502,574	100.00%	\$11,228
Instruction (11,95) *	\$2,281,969	70.76%	\$5,691	\$3,203,331	71.14%	\$7,988
Instructional Res/Media (12) *	\$37,269	1.16%	\$93	\$37,269	0.83%	\$93
Curriculum/Staff Develop (13) *	\$181,178	5.62%	\$452	\$181,178	4.02%	\$452
Instructional Leadership (21) *	\$53,730	1.67%	\$134	\$125,610	2.79%	\$313
School Leadership (23) *	\$324,629	10.07%	\$810	\$330,872	7.35%	\$825
Guidance/Counseling Svcs (31) *	\$89,547	2.78%	\$223	\$172,589	3.83%	\$430
Social Work Services (32) *	\$188	0.01%	\$0	\$188	0.00%	\$0
Health Services (33) *	\$79,401	2.46%	\$198	\$79,401	1.76%	\$198
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$156,427	3.47%	\$390
Extracurricular (36) **	\$0	0.00%	\$0	\$18,259	0.41%	\$46
Plant Maint/Operation (51) **	\$148,860	4.62%	\$371	\$148,860	3.31%	\$371
Security/Monitoring (52) **	\$27,968	0.87%	\$70	\$27,968	0.62%	\$70

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HEIGHTS EL (084906102)
TEXAS CITY ISD

Total Enrolled Membership: 401

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$11,552	0.26%	\$29
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,224,739	100.00%	\$8,042	\$4,502,574	100.00%	\$11,228
Regular	\$1,954,459	60.61%	\$4,874	\$1,958,517	43.50%	\$4,884
Gifted & Talented	\$1,281	0.04%	\$3	\$1,281	0.03%	\$3
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$690,523	21.41%	\$1,722	\$881,550	19.58%	\$2,198
State Compensatory ED	\$119,163	3.70%	\$297	\$933,917	20.74%	\$2,329
Bilingual	\$33,286	1.03%	\$83	\$107,582	2.39%	\$268
Early Education Allotment	\$193,855	6.01%	\$483	\$193,855	4.31%	\$483
Dyslexia or Related Disorder Serv	\$55,344	1.72%	\$138	\$55,344	1.23%	\$138
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$3,877	0.09%	\$10
Un-Allocated	\$176,828	5.48%	\$441	\$366,651	8.14%	\$914

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KOHFELDT EL (084906103)
TEXAS CITY ISD

Total Enrolled Membership: 434

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,521,370	100.00%	\$8,114	\$4,549,793	100.00%	\$10,483
Operating-Payroll	\$3,249,355	92.28%	\$7,487	\$4,194,832	92.20%	\$9,666
Other Operating	\$253,357	7.19%	\$584	\$336,303	7.39%	\$775
Non-Operating(Equipt/Supplies)	\$18,658	0.53%	\$43	\$18,658	0.41%	\$43
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,502,712	100.00%	\$8,071	\$4,531,135	100.00%	\$10,440
Instruction (11,95) *	\$2,512,183	71.72%	\$5,788	\$3,110,857	68.66%	\$7,168
Instructional Res/Media (12) *	\$83,173	2.37%	\$192	\$98,718	2.18%	\$227
Curriculum/Staff Develop (13) *	\$34,938	1.00%	\$81	\$43,094	0.95%	\$99
Instructional Leadership (21) *	\$63,564	1.81%	\$146	\$213,442	4.71%	\$492
School Leadership (23) *	\$297,847	8.50%	\$686	\$305,408	6.74%	\$704
Guidance/Counseling Svcs (31) *	\$199,583	5.70%	\$460	\$245,735	5.42%	\$566
Social Work Services (32) *	\$222	0.01%	\$1	\$222	0.00%	\$1
Health Services (33) *	\$74,671	2.13%	\$172	\$76,193	1.68%	\$176
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$162,195	3.58%	\$374
Extracurricular (36) **	\$0	0.00%	\$0	\$38,622	0.85%	\$89
Plant Maint/Operation (51) **	\$229,408	6.55%	\$529	\$229,526	5.07%	\$529
Security/Monitoring (52) **	\$7,123	0.20%	\$16	\$7,123	0.16%	\$16

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KOHFELDT EL (084906103)
TEXAS CITY ISD**

Total Enrolled Membership: 434

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,499,106	100.00%	\$8,062	\$4,524,485	100.00%	\$10,425
Regular	\$2,116,754	60.49%	\$4,877	\$2,153,783	47.60%	\$4,963
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$593,764	16.97%	\$1,368	\$618,250	13.66%	\$1,425
State Compensatory ED	\$324,752	9.28%	\$748	\$1,046,552	23.13%	\$2,411
Bilingual	\$24,771	0.71%	\$57	\$41,944	0.93%	\$97
Early Education Allotment	\$195,573	5.59%	\$451	\$195,573	4.32%	\$451
Dyslexia or Related Disorder Serv	\$13,602	0.39%	\$31	\$13,602	0.30%	\$31
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$229,890	6.57%	\$530	\$454,781	10.05%	\$1,048

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MANUEL GUAJARDO JR EL (084906104)
TEXAS CITY ISD

Total Enrolled Membership: 532

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,018,722	100.00%	\$7,554	\$5,098,664	100.00%	\$9,584
Operating-Payroll	\$3,731,136	92.84%	\$7,013	\$4,319,971	84.73%	\$8,120
Other Operating	\$274,211	6.82%	\$515	\$387,382	7.60%	\$728
Non-Operating(Equipt/Supplies)	\$13,375	0.33%	\$25	\$391,311	7.67%	\$736
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,005,347	100.00%	\$7,529	\$4,707,353	100.00%	\$8,848
Instruction (11,95) *	\$3,074,962	76.77%	\$5,780	\$3,537,266	75.14%	\$6,649
Instructional Res/Media (12) *	\$88,325	2.21%	\$166	\$90,172	1.92%	\$169
Curriculum/Staff Develop (13) *	\$40,519	1.01%	\$76	\$40,519	0.86%	\$76
Instructional Leadership (21) *	\$82,222	2.05%	\$155	\$168,930	3.59%	\$318
School Leadership (23) *	\$312,015	7.79%	\$586	\$315,119	6.69%	\$592
Guidance/Counseling Svcs (31) *	\$119,292	2.98%	\$224	\$158,058	3.36%	\$297
Social Work Services (32) *	\$17,172	0.43%	\$32	\$17,172	0.36%	\$32
Health Services (33) *	\$83,392	2.08%	\$157	\$83,392	1.77%	\$157
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$102,351	2.17%	\$192
Extracurricular (36) **	\$0	0.00%	\$0	\$6,926	0.15%	\$13
Plant Maint/Operation (51) **	\$158,477	3.96%	\$298	\$158,477	3.37%	\$298
Security/Monitoring (52) **	\$28,971	0.72%	\$54	\$28,971	0.62%	\$54

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MANUEL GUAJARDO JR EL (084906104)
TEXAS CITY ISD**

Total Enrolled Membership: 532

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,005,347	100.00%	\$7,529	\$4,707,353	100.00%	\$8,848
Regular	\$2,352,463	58.73%	\$4,422	\$2,352,463	49.97%	\$4,422
Gifted & Talented	\$1,420	0.04%	\$3	\$1,420	0.03%	\$3
Career & Technical	\$0	0.00%	\$0	\$13,624	0.29%	\$26
Students with Disabilities	\$728,140	18.18%	\$1,369	\$728,144	15.47%	\$1,369
State Compensatory ED	\$544,495	13.59%	\$1,023	\$1,066,567	22.66%	\$2,005
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$170,322	4.25%	\$320	\$170,322	3.62%	\$320
Dyslexia or Related Disorder Serv	\$21,059	0.53%	\$40	\$21,059	0.45%	\$40
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$187,448	4.68%	\$352	\$353,754	7.51%	\$665

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROOSEVELT-WILSON EL (084906105)
TEXAS CITY ISD

Total Enrolled Membership: 492

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,806,693	100.00%	\$7,737	\$4,700,683	100.00%	\$9,554
Operating-Payroll	\$3,567,950	93.73%	\$7,252	\$4,370,181	92.97%	\$8,882
Other Operating	\$212,759	5.59%	\$432	\$304,518	6.48%	\$619
Non-Operating(Equipt/Supplies)	\$25,984	0.68%	\$53	\$25,984	0.55%	\$53
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,780,709	100.00%	\$7,684	\$4,674,699	100.00%	\$9,501
Instruction (11,95) *	\$2,763,630	73.10%	\$5,617	\$3,486,264	74.58%	\$7,086
Instructional Res/Media (12) *	\$97,395	2.58%	\$198	\$97,395	2.08%	\$198
Curriculum/Staff Develop (13) *	\$36,572	0.97%	\$74	\$81,800	1.75%	\$166
Instructional Leadership (21) *	\$69,639	1.84%	\$142	\$69,639	1.49%	\$142
School Leadership (23) *	\$369,197	9.77%	\$750	\$372,181	7.96%	\$756
Guidance/Counseling Svcs (31) *	\$193,170	5.11%	\$393	\$193,170	4.13%	\$393
Social Work Services (32) *	\$5,893	0.16%	\$12	\$5,893	0.13%	\$12
Health Services (33) *	\$77,558	2.05%	\$158	\$77,558	1.66%	\$158
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$123,144	2.63%	\$250
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$165,083	4.37%	\$336	\$165,083	3.53%	\$336
Security/Monitoring (52) **	\$2,572	0.07%	\$5	\$2,572	0.06%	\$5

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROOSEVELT-WILSON EL (084906105)
TEXAS CITY ISD**

Total Enrolled Membership: 492

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,773,870	100.00%	\$7,670	\$4,667,860	100.00%	\$9,488
Regular	\$2,615,443	69.30%	\$5,316	\$2,615,443	56.03%	\$5,316
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$482,528	12.79%	\$981	\$482,528	10.34%	\$981
State Compensatory ED	\$289,228	7.66%	\$588	\$983,399	21.07%	\$1,999
Bilingual	\$69,035	1.83%	\$140	\$69,035	1.48%	\$140
Early Education Allotment	\$105,839	2.80%	\$215	\$105,839	2.27%	\$215
Dyslexia or Related Disorder Serv	\$46,224	1.22%	\$94	\$46,224	0.99%	\$94
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$165,573	4.39%	\$337	\$365,392	7.83%	\$743

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)
TEXAS CITY ISD

Total Enrolled Membership: 287

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,648,778	100.00%	\$5,745	\$8,248,732	100.00%	\$28,741
Operating-Payroll	\$1,333,989	80.91%	\$4,648	\$3,215,609	38.98%	\$11,204
Other Operating	\$132,997	8.07%	\$463	\$394,440	4.78%	\$1,374
Non-Operating(Equipt/Supplies)	\$181,792	11.03%	\$633	\$4,638,683	56.24%	\$16,163
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,466,986	100.00%	\$5,111	\$3,610,049	100.00%	\$12,579
Instruction (11,95) *	\$1,141,437	77.81%	\$3,977	\$2,600,993	72.05%	\$9,063
Instructional Res/Media (12) *	\$524	0.04%	\$2	\$524	0.01%	\$2
Curriculum/Staff Develop (13) *	\$15,972	1.09%	\$56	\$191,804	5.31%	\$668
Instructional Leadership (21) *	\$28,195	1.92%	\$98	\$30,195	0.84%	\$105
School Leadership (23) *	\$54,904	3.74%	\$191	\$158,119	4.38%	\$551
Guidance/Counseling Svcs (31) *	\$13,448	0.92%	\$47	\$98,804	2.74%	\$344
Social Work Services (32) *	\$85	0.01%	\$0	\$85	0.00%	\$0
Health Services (33) *	\$40,787	2.78%	\$142	\$108,495	3.01%	\$378
Transportation(34) *	\$0	0.00%	\$0	\$4,755	0.32%	\$17
Food (35) **	\$0	0.00%	\$0	\$48,049	1.33%	\$167
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$118,216	8.06%	\$412	\$118,216	3.27%	\$412
Security/Monitoring (52) **	\$23,636	1.61%	\$82	\$68,500	1.90%	\$239

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)
TEXAS CITY ISD**

Total Enrolled Membership: 287

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,466,986	100.00%	\$5,111	\$3,610,049	100.00%	\$12,579
Regular	\$31,307	2.13%	\$109	\$31,307	0.87%	\$109
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$479,912	32.71%	\$1,672	\$580,623	16.08%	\$2,023
State Compensatory ED	\$767,982	52.35%	\$2,676	\$2,740,754	75.92%	\$9,550
Bilingual	\$2,892	0.20%	\$10	\$2,892	0.08%	\$10
Early Education Allotment	\$161,257	10.99%	\$562	\$161,257	4.47%	\$562
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$23,636	1.61%	\$82	\$93,216	2.58%	\$325

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HAYLEY EL (084906110)
TEXAS CITY ISD

Total Enrolled Membership: 562

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$4,402,820	100.00%	\$7,834	\$5,727,825	100.00%	\$10,192
Operating-Payroll	\$3,964,525	90.05%	\$7,054	\$4,986,063	87.05%	\$8,872
Other Operating	\$414,880	9.42%	\$738	\$509,763	8.90%	\$907
Non-Operating(Equipt/Supplies)	\$23,415	0.53%	\$42	\$231,999	4.05%	\$413
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$4,379,405	100.00%	\$7,793	\$5,495,826	100.00%	\$9,779
Instruction (11,95) *	\$3,458,329	78.97%	\$6,154	\$4,188,015	76.20%	\$7,452
Instructional Res/Media (12) *	\$79,549	1.82%	\$142	\$81,071	1.48%	\$144
Curriculum/Staff Develop (13) *	\$57,608	1.32%	\$103	\$57,608	1.05%	\$103
Instructional Leadership (21) *	\$94,178	2.15%	\$168	\$222,880	4.06%	\$397
School Leadership (23) *	\$254,372	5.81%	\$453	\$364,446	6.63%	\$648
Guidance/Counseling Svcs (31) *	\$113,220	2.59%	\$201	\$153,072	2.79%	\$272
Social Work Services (32) *	\$7,857	0.18%	\$14	\$7,857	0.14%	\$14
Health Services (33) *	\$4,007	0.09%	\$7	\$4,007	0.07%	\$7
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$106,585	1.94%	\$190
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$171,406	3.91%	\$305	\$171,406	3.12%	\$305
Security/Monitoring (52) **	\$138,879	3.17%	\$247	\$138,879	2.53%	\$247

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HAYLEY EL (084906110)
TEXAS CITY ISD

Total Enrolled Membership: 562

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$4,379,405	100.00%	\$7,793	\$5,492,782	100.00%	\$9,774
Regular	\$2,458,405	56.14%	\$4,374	\$2,505,580	45.62%	\$4,458
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$765,550	17.48%	\$1,362	\$866,909	15.78%	\$1,543
State Compensatory ED	\$609,757	13.92%	\$1,085	\$1,443,297	26.28%	\$2,568
Bilingual	\$152,433	3.48%	\$271	\$161,271	2.94%	\$287
Early Education Allotment	\$167,875	3.83%	\$299	\$167,875	3.06%	\$299
Dyslexia or Related Disorder Serv	\$31,288	0.71%	\$56	\$31,668	0.58%	\$56
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$194,097	4.43%	\$345	\$316,182	5.76%	\$563

Note: Some amounts may not total due to rounding.

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

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

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

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SIMMS EL (084906111)
TEXAS CITY ISD

Total Enrolled Membership: 474

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,330,734	100.00%	\$7,027	\$4,871,312	100.00%	\$10,277
Operating-Payroll	\$3,134,519	94.11%	\$6,613	\$4,303,318	88.34%	\$9,079
Other Operating	\$183,027	5.50%	\$386	\$327,221	6.72%	\$690
Non-Operating(Equipt/Supplies)	\$13,188	0.40%	\$28	\$240,773	4.94%	\$508
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,317,546	100.00%	\$6,999	\$4,630,539	100.00%	\$9,769
Instruction (11,95) *	\$2,385,670	71.91%	\$5,033	\$3,370,624	72.79%	\$7,111
Instructional Res/Media (12) *	\$82,287	2.48%	\$174	\$83,809	1.81%	\$177
Curriculum/Staff Develop (13) *	\$30,276	0.91%	\$64	\$30,276	0.65%	\$64
Instructional Leadership (21) *	\$60,647	1.83%	\$128	\$209,779	4.53%	\$443
School Leadership (23) *	\$331,862	10.00%	\$700	\$334,906	7.23%	\$707
Guidance/Counseling Svcs (31) *	\$122,791	3.70%	\$259	\$169,416	3.66%	\$357
Social Work Services (32) *	\$24,978	0.75%	\$53	\$24,978	0.54%	\$53
Health Services (33) *	\$81,440	2.45%	\$172	\$82,962	1.79%	\$175
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$126,194	2.73%	\$266
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$150,484	4.54%	\$317	\$150,484	3.25%	\$317
Security/Monitoring (52) **	\$45,974	1.39%	\$97	\$45,974	0.99%	\$97

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SIMMS EL (084906111)
TEXAS CITY ISD

Total Enrolled Membership: 474

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$1,137	0.03%	\$2	\$1,137	0.02%	\$2
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,317,546	100.00%	\$6,999	\$4,627,495	100.00%	\$9,763
Regular	\$1,804,799	54.40%	\$3,808	\$1,835,017	39.65%	\$3,871
Gifted & Talented	\$387	0.01%	\$1	\$387	0.01%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$508,274	15.32%	\$1,072	\$522,656	11.29%	\$1,103
State Compensatory ED	\$606,780	18.29%	\$1,280	\$1,672,397	36.14%	\$3,528
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$192,794	5.81%	\$407	\$192,794	4.17%	\$407
Dyslexia or Related Disorder Serv	\$35,351	1.07%	\$75	\$36,112	0.78%	\$76
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$169,161	5.10%	\$357	\$368,132	7.96%	\$777

Note: Some amounts may not total due to rounding.

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

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

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District



SECTION 3

2023-2024 District Accreditation Status

2022-23 District Accreditation Status

Generally, each year TEA assigns one of four accreditation statuses to each district in the state:

1. *Accredited*
2. *Accredited – Warned*
3. *Accredited – Probation*
4. *Not Accredited – Revoked*

In assigning an accreditation status to a district, TEA considers

- Academic accountability ratings
- Financial accountability ratings
- Data integrity
- Program-area deficiencies identified through Results Driven Accountability (RDA)

TEA has not issued district accreditation statuses for the 2023-24 school year as the issuance of the A-F ratings under the 2023 and 2024 rules are pending and subject to change.

Therefore, the 2023-24 District Annual Report must include the District's 2022-23 accreditation status.

The District's 2022-23 Accreditation Status is: **Accredited**

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District

SECTION 4

Campus Performance Objectives



Texas City Independent School District

District Improvement Plan

2023-2024



Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

Core Beliefs

Every decision should be based upon what is best for students.

All stakeholders should be treated with respect.

Cultural diversity should be embraced.

High expectations should be maintained for all employees and students.

District employees should take time to know and understand students and colleagues.

High quality instruction should be delivered in an engaging manner.

All students should have opportunities to explore and develop their unique traits.

Each Texas City ISD graduate should be college and/or career ready.

All TCISD graduation pathways are worthy and deserving of respect.

Implementation of quality research-based professional development will improve student learning.

All district personnel have a moral obligation to create, maintain and support a learning environment that is academically, emotionally and physically safe.

Shared leadership and collaboration are essential for our success.

Meaningful relationships with our community and families are vital to learner success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	6
Perceptions	8
Priority Problem Statements	9

Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	13
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	16
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	19
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	21
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	23
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	25
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	34
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	36
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	42
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	46
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	47
District Funding Summary	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas City ISD serves a community of approximately 45,000 residents in 19.3 square miles. The district educates approximately 7,800 students at two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans and one early childhood center(PreK 3 and 4).

The student population is ethnically diverse, with 29.33%% African American, 46.07% Hispanics, 19.51 % Caucasian, .32% Asian/Pacific Islander, .0.20% American Indian, and 4.5% two or more races. Students identified as at-risk account for more than 54.98% of the student population which is a 7 point increase. 83.03% of students are economically disadvantaged.

The teachers currently serving TCISD had an average of 10.2 years of teaching experience and an average of 5.5 years in TCISD.

Student Learning

Student Learning Summary

Although state accountability for districts and campuses has not yet been released, we are continuing to analyze and intervene based upon initial data. Our focus continues to be in the areas of reading and math providing specific interventions and support for students who perform below state and grade level expectations. This data will be updated with analytics when it becomes available. Structures and systems have been or will be developed and utilized to provide academic support for all student populations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established goals by 2024. **Root Cause:** Ineffective initial instruction, progress monitoring and accelerated instruction.

District Processes & Programs

District Processes & Programs Summary

TCISD students attend two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans, one early childhood center(PreK 3 and 4) and one alternative school. Students are offered dual credit courses through College of the Mainland and dual enrollment courses through The University of Texas OnRamps program. Beginning the 2023-2024 school year, both high schools have launched Early College High School which provides students the opportunity to earning college credits beginning their freshman year and beyond. Also offered at College of the Mainland is the Collegiate High School program where students can earn an associates degree while earning their high school diploma. The Industrial Trade Center serves students of both high schools.

TCISD maintains a district website as well as campus websites for all campuses. Parents can access their child(ren)'s grades and attendance records through Family Access in Skyward. TCISD campuses utilize School Messenger which affords the district the ability to reach parents and community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification--keeping our community more informed and involved.

Teachers participate in on-going staff development in an effort to improve student learning and performance. Teachers have opportunities to grow and learn through-out the school year, during the summer, and after school.

TCISD staff consists of approximately 1200 full time employees: 43.7% Teachers, 11.0% - Paraprofessionals, 30.5% - Auxiliary Staff, 10.9% - Professional Support, 2.7% - Campus Administration and 1.3% - Central Administration.

The Board of Trustees consists of seven elected members who serve three year terms of office.TCISD Trustees represent 6 single member districts and one At-large representative.

Teachers currently serving TCISD had an average of 10.7 years of teaching experience and an average of 6 years in TCISD. 25.4% of TCISD teachers have more than 10 years teaching experience.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, conferences, and district-sponsored instructional opportunities focused on building capacity and promoting student achievement.

Professional development is a cornerstone in developing and retaining effective teachers, and it is a high impact and cost effective approach to improving instructional effectiveness for student achievement. This has been especially true this school year with both face to face and virtual instruction taking place within the district. Texas City ISD in-district and out-of-district professional development is aligned to state standards and supports research-based teaching strategies and best practices. For the 2023-2024 school year the district will continue to focus on the PLC Process, Teacher Clarity and Efficacy as well as the improvement of literacy, student engagement and social emotional learning. Additionally teachers participate in professional learning grade-level/department focus meetings to further promote and enhance collaboration during the school day. The district was selected to participate in the Holdsworth four year partnership focused on developing a leadership pipeline to strengthen administrators ability to impact student outcomes. The district is also participating in Solution Tree's Cohort of National District Leadership.

TCISD provides all professional employees who are new to the district with a comprehensive and differentiated induction, including a mentor for teachers who are new to the profession. All teachers new to the profession are required to attend The New Teacher Academy which holds sessions throughout the school year.

The Texas City ISD written curriculum is based on state standards and it is taught daily. Eduphoria Forethought houses the curriculum for grades K-12 English Language Arts - Reading, Math Science and 7-12 Social Studies. Each content area includes: TEKS, readiness and supporting standards, scope and sequence documents, lessons and activities and lesson plan templates. The written curriculum is monitored periodically via curriculum-based assessments (CBA), and it is revised based on student performance data and changing state standards. Curriculum resources developed by the district or purchased from outside sources must be in complete alignment with state standards and district curriculum.

It is a district responsibility to help every student reach his or her fullest potential. The curriculum directors, coordinators and specialists monitor the written and taught curriculum and provide support to teachers in their quest to deliver instruction that makes connections, shows relevance, nurtures engagement, applies higher levels of thinking, and embeds understanding. In addition, they meet regularly with campus administration to review classroom instruction and campus needs.

TCISD uses assessments to ensure students are demonstrating proficiency of state standards. Formative assessment, curriculum-based assessments (CBA), and state assessment benchmarks are developed by district coordinators and campus instructional specialists. Data conferences are held with district and campus administrators following every CBA and state assessment benchmarks. Using curriculum teams, district assessments are evaluated for alignment to state standards and reliability.

District Processes & Programs Strengths

- District offers a comprehensive PreK-12 Instructional Program
- Industrial Trade Center
- TCISD Foundation for the Future
- Community partnerships
- 21st Century Afterschool Programs
- Induction program provided for teachers new to the profession.
- High Quality professional development sessions offered.
- Professional Learning Community meetings are available for all teachers regularly at the campus level.

- TCISD has a strong, guaranteed and viable curriculum that is aligned to the State standards.
- Teachers are supported by a wide variety of ongoing professional development opportunities.
- Campus Professional Learning Communities form the basis for job-embedded learning and professional collaboration.
- All campuses are served by a Campus Instructional Specialist(s).
- Through Eduphoria, teachers have timely access to student learning data that informs instruction.
- The curriculum, instruction, and assessment program focuses on the needs of all students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers within the first three years in the profession as well as teachers with several years of experience need support. **Root Cause:** There is a lack of knowledge in the fundamental instructional and management experience needed to be effective in the classroom.

Perceptions

Perceptions Summary

The Texas City School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. TCISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. A number of safety and security protocols are currently being implemented at all levels. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment.

Perceptions Strengths

- Increased opportunities for shared leadership throughout the district.
- Increased number of after school activities for students.
- District initiatives to address the psychological and social emotional needs of students.
- Numerous district initiatives to address safety and security at all levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors. **Root Cause:** Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

Priority Problem Statements

Problem Statement 1: Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established goals by 2024.

Root Cause 1: Ineffective initial instruction, progress monitoring and accelerated instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: New teachers within the first three years in the profession as well as teachers with several years of experience need support.

Root Cause 2: There is a lack of knowledge in the fundamental instructional and management experience needed to be effective in the classroom.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors.

Root Cause 3: Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

Problem Statement 3 Areas: Perceptions

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

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

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Staff surveys and/or other feedback

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

Parent/Community Data

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

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

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%



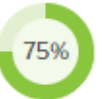





Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Reading by increasing the Meets performance by 4%.














HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue strategy

Strategy 1 Details	Reviews			
Strategy 1: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support and train staff on the PLC process and develop a plan to meet individual student needs based on data. Strategy's Expected Result/Impact: Train Core teams and develop common formative assessments Staff Responsible for Monitoring: Executive Director of C & I, Instructional Specialists & Campus Admin.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas. Strategy's Expected Result/Impact: Improved instruction equity and increased student achievement Staff Responsible for Monitoring: Assistant Superintendent of C & I, Executive Director of C&I Title I: 2.4, 2.5, 2.6 Funding Sources: Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child. Strategy's Expected Result/Impact: Improved data tracking, increase in scores, and progress in PLC process Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C & I Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Establish a district literacy committee to develop a district-wide literacy plan for all grade levels to ensure that students have access to instruction that promotes fluency in reading, writing, speaking, listening, and critical thinking. Strategy's Expected Result/Impact: District-wide focus on literacy which will increase STAAR RLA , ACT, SAT, and TSIA2 scores Staff Responsible for Monitoring: Assistant Superintendent of C & I and Executive Director of C & I Funding Sources: - 211 - Title I, - 204- Title IV, Part A, - 255 - Title II, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%













English I & English II 36% to 48%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

Evaluation Data Sources: District Assessments, MAP Growth reports, STAAR Reports, TELPAS Reports, and other state accountability reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue strategies in 24-25

Strategy 1 Details	Reviews			
Strategy 1: Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans. Strategy's Expected Result/Impact: Increase in student success and state accountability scores Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C & I, Directors of Elementary and Secondary Education Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor student growth and provide support to campus administration in developing intentional interventions on students' strengths to move toward or maintain Meets and Masters performance status on state assessments utilizing multiple data points from various assessments. Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments Staff Responsible for Monitoring: C & I Directors, Campus Administrators, Instructional Specialists and Teachers Title I: 2.6 Funding Sources: NWEA MAP - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%









Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Math by increasing the Meets performance by 3% in June 2022.













HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue in 24-25

Strategy 1 Details	Reviews			
Strategy 1: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support and train staff on building common formative assessments and develop a plan to meet individual student needs based on data. (PLC Process) Strategy's Expected Result/Impact: Train Core teams and develop common formative assessments Staff Responsible for Monitoring: Executive Director of C & I, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas. Strategy's Expected Result/Impact: Improved instructional equity and increase student achievement Staff Responsible for Monitoring: Assistant Superintendent of C & I, Executive Director of C&I Title I: 2.5 Funding Sources: Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child. Strategy's Expected Result/Impact: Action Plan Meetings conducted, data tracking, increase in scores, and progress in PLC process Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C 7 I Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

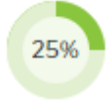



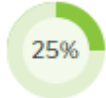







Algebra I 41% to 51%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

Evaluation Data Sources: District Assessments and STAAR Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue in 24-25

Strategy 1 Details	Reviews			
Strategy 1: Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans. Strategy's Expected Result/Impact: Increase in student success and state accountability scores Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C & I, Directors of Elementary and Secondary Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments utilizing multiple data points from various assessments. Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments Staff Responsible for Monitoring: C & I Directors, Campus Administrators, Instructional Specialist and Teachers Title I: 2.6 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

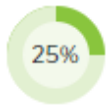
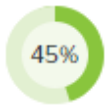






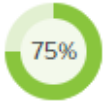

Performance Objective 1: Increase the CCMR indicator by 5% each school year.

HB3 Goal

Evaluation Data Sources: CCMR Indicators, CCMR Early Warning System in OnData Suite

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify goal to make larger gains towards an "A."

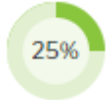











Strategy 1 Details	Reviews			
Strategy 1: Increase the total number of students who participate in CTE courses that offer an Industry Based Certifications by 10%. Strategy's Expected Result/Impact: Students will be career ready by earning an IBC Staff Responsible for Monitoring: Director & Coordinator of CTE , high school principals, campus counselors & Director of Secondary Education Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor student enrollment and progress to ensure we meet House Bill 3 requirements regarding student completion of Programs of Study. Strategy's Expected Result/Impact: Improvement in Program of Study completion rate. Staff Responsible for Monitoring: Director & Coordinator of CTE, Director of Secondary Education, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize the OnData Suite CCMR Early Warning System to identify students who have not earned points under CCMR. Strategy's Expected Result/Impact: Increased CCMR score by providing students opportunities earlier in their high school careers to earn CCMR points, when available Staff Responsible for Monitoring: Director of Accountability, Assessment, and CCMR, Campus Administrators, and Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
				





Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: Student performance on STAAR 3-8, and EOC assessments.

Summative Evaluation: Significant progress made toward meeting Objective


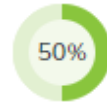


Strategy 1 Details	Reviews			
Strategy 1: Provide additional language acquisition support for ELL students through Summit Learning. Strategy's Expected Result/Impact: Improve student performance on state and local performance. Staff Responsible for Monitoring: Directors, Administrators and Teachers Title I: 2.6 - Results Driven Accountability Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a module for training BE/ESL teachers in instructional strategies designed to address the specific needs of ELL students, including Sheltered Instruction and academic vocabulary. Strategy's Expected Result/Impact: Improved teacher capacity instructing ELL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition levels Staff Responsible for Monitoring: Director of Special Programs, Bilingual Specialist, Elementary and Secondary Education Directors Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Support campuses in the implementation of MTSS/RtI, developing intervention systems and identifying strategies to meet the academic (including dyslexia) and behavioral needs of students. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Executive Director of C & I, Campus Administrators, Instructional Specialists & Teachers Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Continued use of the district developed guiding questions to steer the decision making process regarding testing decisions and instructional arrangements for special education students. Instructional specialists will also collect observational data to assist in the decision making process. Strategy's Expected Result/Impact: Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance. Staff Responsible for Monitoring: Director & Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special education staff will receive on-going training regarding writing appropriate PLAAFP statements to drive the creation of standard based measurable goals and objectives. Strategy's Expected Result/Impact: Improved alignment of goals and objectives to the PLAAFP statements Staff Responsible for Monitoring: Director & Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Strategy 1 Details	Reviews			
Strategy 1: Installation and maintenance of security systems to include access control, intrusion detection, and closed circuit TV at additional campuses Strategy's Expected Result/Impact: Installed Hardware Staff Responsible for Monitoring: Director of Safety and Security, Chief Technology Officer, Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to improve communication with students and education related to bullying, self-harm, dating violence, sex trafficking, suicide, and school threats. Strategy's Expected Result/Impact: Increased student communication related to safety and security. Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Safety and Security, Director of Student Outreach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: District-wide deployment and maintenance of the Navigate360 app which allows teachers and staff to quickly report emergencies from their personal mobile device. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Director of Safety and Security, Chief Technology Officer, District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide law enforcement officers or campus safety monitors so that every campus has safety staff available. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continue the development campus safety plans which will include: emergency drill instruction and practice, trained Threat Assessment Teams for each campus and a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response area with law enforcement controlled access. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Director of Safety and Security, Emergency Management Coordinator and Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement monthly safety tips on social media, the district website and electronic newsletters to help facilitate safe and secure campuses and facilities for community, parents, students and staff. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Develop standard communication responses for a multitude of emergency situations in English and Spanish. Strategy's Expected Result/Impact: Quicker communication response Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

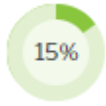

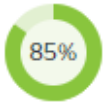



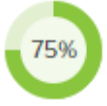

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.






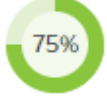


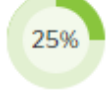







Performance Objective 1: Develop a MTSS that supports a campus-wide and classroom positive behavior management system (PBIS) which will allow our diverse student population to perform successfully and will reduce classroom discipline issues.









Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue Goal and Strategies

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing trainings to administrators and staff to improve classroom management, bully and violence prevention, suicide prevention and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs. Strategy's Expected Result/Impact: Sign-in sheets, agendas, PowerPoint, observations, and improved student performance Staff Responsible for Monitoring: Deputy Superintendent of Support Services and Director of Student Outreach and Intervention Results Driven Accountability Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the implementation of the HERO program and identify other PBIS programs that provide positive behavior reinforcement, as well as, provides on-going communication with parents. Strategy's Expected Result/Impact: Improved student behavior and an increase in communication with parents. Staff Responsible for Monitoring: Deputy Superintendent of Support Services and Director of Student Outreach and Intervention Title I: 2.6 Funding Sources: HERO - 199 - General Fund, HERO - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Continue the implementation of the social emotional learning programs such as: Ripple Effects program at the elementary level and Suite 360 at the secondary level. Strategy's Expected Result/Impact: Improved student behavior and self-awareness through consistent delivery of social-emotional learning as both classroom-based and student-driven experiences. Staff Responsible for Monitoring: Deputy Superintendent of Support Services and Director of Student Outreach and Intervention Title I: 2.5, 2.6 Funding Sources: - 204- Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue the district-wide implementation of the Character Strong program to implement SEL competencies that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Strategy's Expected Result/Impact: Improved refinement of skills that help students focus, stay organized, and set goals, while also helping students handle their emotions and deal with stress. Staff Responsible for Monitoring: Director of Student Outreach and Intervention Funding Sources: - 204- Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Conduct monthly discipline meetings with district assistant principals to discuss trends in discipline and to monitor data impacting district PBMAS/RDA report. Strategy's Expected Result/Impact: Agendas Sign-In Sheets Supporting Data Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Student Data, Director of Student Outreach and Intervention Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Decrease the recidivism of out of school placements by communicating between alternative disciplinary settings and home campuses to develop plans for students' re-entry which address academic and behavioral goals and expectations. Strategy's Expected Result/Impact: Decrease in students returning to out of school placements. Staff Responsible for Monitoring: Deputy Superintendent for Support Services and Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 7 Details	Reviews			
Strategy 7: Campuses implementation of student behavior management plans that include campus and classroom expectations, consistent hierarchy of consequences for student behavior and positive behavioral supports. Strategy's Expected Result/Impact: Improved student behavior, reduced discipline incidents and discipline referrals Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Assistant Superintendent of C&I, Director of Student Outreach and Intervention, C & I Directors and Coordinators, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed through campus and SEL counselors.

Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going collaboration with campus behavior coordinators and develop alternatives to traditional discipline assignments (ISS and DAEP) that will decrease out of class assignments. Strategy's Expected Result/Impact: Decrease in out of school suspensions, in school suspensions and discretionary discipline placements at DAEP. Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Student Outreach and Intervention and Director of Special Education. Funding Sources: Suite 360 - 199 - General Fund, Ripples Effect Program - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Integrate positive behavior supports through Crisis Prevention Institute (CPI) training. Strategy's Expected Result/Impact: Increase in the use of positive behavior supports resulting in improved student behavior Staff Responsible for Monitoring: Director and Coordinator of Special Education Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Continue the partnership with Resolve It Inc. and I Choose Me to provide mental health support and counseling to district students to provide mental health promotion, and interventions. Strategy's Expected Result/Impact: Provide individualized student support and counseling services to assist students in emotional, cognitive, and social development. Staff Responsible for Monitoring: Deputy Superintendent of Support Services and Director of Student Outreach and Intervention Funding Sources: - 204- Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement MOU with UTMB for TCHAT which is a school based tele-medicine program that offers free behavioral services for students. Strategy's Expected Result/Impact: Improved behavior of students in need Staff Responsible for Monitoring: Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure that the needs of students identified with emotional/behavioral/social disabilities are met through the use of a multi-level intervention Behavior Development Program (BDP) and Positive Approach to Student Success (PASS). Strategy's Expected Result/Impact: Improved interactions in social settings Staff Responsible for Monitoring: Director and Coordinator of Special Education Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide on-going training and support for teachers and counselors to build efficacy for social and emotional support, including grief-informed and trauma informed-care. Strategy's Expected Result/Impact: Improved interactions with and support for students. Staff Responsible for Monitoring: Deputy Superintendent and Director of Student Outreach and Intervention.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

















Performance Objective 3: Increase student attendance, improve graduation rates, decrease drop-out rates, decrease recidivism rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy dockets. Reach Out Walk data.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue









Strategy 1 Details	Reviews			
Strategy 1: Monitor list of high-risk attendance and drop-out issues and make recommendations to campuses for future action. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Truancy Officer, Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct warning meetings in conjunction with local Justice of the Peace for students approaching truancy levels that warrant court action. Strategy's Expected Result/Impact: Decrease in court filings and improved student attendance Staff Responsible for Monitoring: Truancy Officer, Campus Administrators, Deputy Superintendent of Support Services, and Director of Student Outreach and Intervention Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Each campus will develop and implement a campus wide attendance plan aimed to improve overall attendance. Plan should include interventions, consequences, and incentives. Strategy's Expected Result/Impact: Improvement in student attendance Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, and Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Investigate available resources to improve communication with parents regarding the importance of good school attendance and the attendance requirements for grade and course credits. Strategy's Expected Result/Impact: Improvement in student attendance Staff Responsible for Monitoring: Deputy Superintendent for Student Support Services and Director of Student Outreach and Intervention Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to monitor student attendance each 9 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate. Strategy's Expected Result/Impact: Improvement in student attendance Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, Truancy Officer, and Campus Administrators .	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Coordinator of Family and Social Services and and campus counselors will work with campuses to identify at-risk students and provide needed academic and emotional resources and support for and families. Strategy's Expected Result/Impact: Improved support, lower truancy, higher attendance and higher graduation rate for at-risk students Staff Responsible for Monitoring: Deputy Superintendent for Support Services, Director of Student Outreach and Intervention, Coordinator of Family and Social Services and Campus Administrators Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Each secondary campus will develop and implement a plan aimed to decrease drop-out rates. Strategy's Expected Result/Impact: Decrease in drop-out rate Staff Responsible for Monitoring: Deputy Superintendent of Support Services, Director of Secondary Education, Director of Student Data, and Campus Administration Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Assist students in the identification of individual interests and skills and improve knowledge and skills necessary for a broad range of career opportunities.

- Evaluation Data Sources:** Increased participation, course selection and interest surveys (Naviance).
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Continue





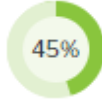











Strategy 1 Details	Reviews			
Strategy 1: Produce videos that feature our students and teachers that highlight their unique skills and talents in a variety of district programs. The features will be monthly online and will use our vision statement as a hashtag (#TogetherWeSucceed). These videos will also be used to bring awareness to parents and students through countdown vignettes before campus meetings and/or performances. Strategy's Expected Result/Impact: Increased awareness and positive promotion of programs and students Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





















Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Summative Evaluation: Exceeded Objective













Strategy 1 Details	Reviews			
Strategy 1: Implement and maintain centralized internal policies and procedures for the purchase of district hardware and software and ensure forums for appropriate discussions regarding the selection and evaluation of technology. Strategy's Expected Result/Impact: Utilize district technology funding to improve the quality of technology available on campuses. Staff Responsible for Monitoring: Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement processes to evaluate the use and effectiveness of software programs. Strategy's Expected Result/Impact: Use data through provided Classlink analytics to evaluate software usage and effectiveness. Staff Responsible for Monitoring: Chief Technology Officer, Director of Curriculum and Accountability, Coordinator of Assessment and Instructional Resources	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Annually distribute age and grade appropriate devices to all campuses, K-12. Strategy's Expected Result/Impact: Report documenting distribution. Staff Responsible for Monitoring: Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Design and plan an infrastructure for each of the new campuses currently being built in TCISD. Strategy's Expected Result/Impact: Plan new facilities for the installation and use of state of the art technology. Staff Responsible for Monitoring: Assistant Superintendent for Business and Operations, Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Continue to update the district technology infrastructure and technology equipment in use to ensure that all components are current (within a 5 year lifecycle) and maintain an obsolescence plan to remove outdated technology. Strategy's Expected Result/Impact: Ensure that all equipment in use meets the needs of all campuses and facilities within the school district. Staff Responsible for Monitoring: Chief Technology Officer and Assistant Superintendent for Business and Operations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Develop and implement a plan to administer all state assessments electronically each school year. Strategy's Expected Result/Impact: Effective online assessments Staff Responsible for Monitoring: Chief Technology Officer, C & I Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide and facilitate the integration of interactive technology on campuses to help build the foundation for STEM and robotics. Strategy's Expected Result/Impact: Interactive technology used on all campuses to impact learning through classroom instruction and campus clubs. Staff Responsible for Monitoring: Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide educational technology resources, training, and support for teachers and staff on all campuses. Strategy's Expected Result/Impact: Teachers and staff will be trained in district applications and have resources readily available for supplemental use. Staff Responsible for Monitoring: Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details	Reviews			
Strategy 1: Require all new teachers to the profession to attend "TCISD's New Teacher Academy" where essential professional development will be provided in the following areas: -classroom management -effective instructional strategies -lesson plan implementation -assessments -working with students from poverty Contracted with Lead4ward to provide 5 sessions throughout the year. Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: C & I Department Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Offer staff development in the areas such as of: -Industry certification -Data Analysis Guide, monitoring performance through data and using data to drive instruction -Differentiated Instruction -Classroom Management -Small group instruction -T-TESS -Sheltered Instruction -Threat Assessment Strategy's Expected Result/Impact: Improved student performance and teacher capacity Staff Responsible for Monitoring: C&I Department & Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Provide school leadership training to strengthen educational leaders, enhance leadership skills for principals, administrators, and staff, and build youth leadership capacity within the district

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Promote shared leadership at all levels of the organization.

Evaluation Data Sources: Variety of personnel involved in collaboration.















Strategy 1 Details	Reviews			
Strategy 1: Include teacher participation in the process of determining educational needs in the district requiring extra funding sources. Strategy's Expected Result/Impact: Collaborate with staff to increase participation in the External Grant Portfolio Staff Responsible for Monitoring: TCISD Foundation for the Future Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<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 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 4: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Increased retention rate of teachers and staff.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and maintain staffing guidelines. Strategy's Expected Result/Impact: Equity across campuses Balanced budget Efficient operation of district Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations, Coordinator of HR Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide salary increase to bring district staff at or above the market for each position. Strategy's Expected Result/Impact: Attract high quality staff to TCISD Fill high need areas Retain staff to keep them in district/TCISD Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Participate in recruitment fair and job fairs with a focus on recruiting ESL certified teachers at all levels and high demand teaching fields. Strategy's Expected Result/Impact: High quality new hires Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Coordinator of HR, Campus Administrators Funding Sources: - 255 - Title II, - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June







Strategy 4 Details	Reviews			
Strategy 4: Reward staff for their longtime service with an annual banquet that includes recognition and gifts Strategy's Expected Result/Impact: Retention of staff Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Honor staff for exceptional performance through the Annual Staff Stars recognition program. Strategy's Expected Result/Impact: Retention of Staff Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Direct and monitor employee performance appraisal system (T-TESS and T-PESS) and ensure that supervisors have proper training. Strategy's Expected Result/Impact: Determine due dates for employee counseling, implementation of improvement plans and non-renewal procedures. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum & Instruction, Principals, Supervisors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Direct and monitor the HR training needs throughout the school district and develop and plan training programs to meet the established needs. Strategy's Expected Result/Impact: Implementation of both on-going and special interest training programs that is needed in areas of concern.. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Coordinator of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Survey employees to get a feel on culture so that we can create a marketing plan for hiring new employees. Strategy's Expected Result/Impact: Create a targeted marketing campaign that promotes the true culture of TCISD to new hires. Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				





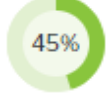





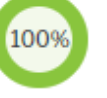


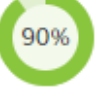
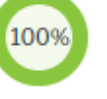
Strategy 9 Details		Reviews			
Strategy 9: Launch employee newsletter to improve communication with employees. Strategy's Expected Result/Impact: Improved communication will improve morale among employees. Staff Responsible for Monitoring: Director of Communications		Formative			Summative
		Nov	Jan	Mar	June
					➔
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

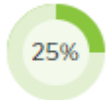

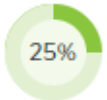






Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.










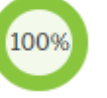




Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Strategy 1 Details	Reviews			
Strategy 1: Expand parent trainings, communication, and involvement focusing on improving student performance. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: C&I Department, Campus Administrators, Counselors, and Teachers Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: Provide community resources that can assist teachers to engage and motivate students. Strategy's Expected Result/Impact: Increase in student engagement and school pride. Staff Responsible for Monitoring: Directors of Community Relations and Communications Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize student and staff success monthly during regular School Board Meetings Strategy's Expected Result/Impact: Increased participation from the students being honored in monthly recognition in front of added community members. Staff Responsible for Monitoring: Director of Communications Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Continue and expand community partnerships and collaboration on district committees and boards. Strategy's Expected Result/Impact: Continued partnership Staff Responsible for Monitoring: Directors of Community Relations and Communications, Assistant Superintendent of Support Services. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Promote Texas Public Schools Week Strategy's Expected Result/Impact: Parent participation Staff Responsible for Monitoring: Director of Communication, Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Promote students, staff, academics and programs through all types of media utilizing Campus and District Communication Plans, podcasts, videos, weekly newsletters, board recognitions, and annual magazine publication. Strategy's Expected Result/Impact: Increase awareness in all aspects Staff Responsible for Monitoring: Director of Communication Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Increase positive news stories in the local newspaper Strategy's Expected Result/Impact: Increase in number of positive stories in the paper Staff Responsible for Monitoring: Director of Communication Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Utilize social media to improve district communications with all stakeholders. Utilize new video platforms on Instagram. Increase presence on LinkedIn. Strategy's Expected Result/Impact: Increased use of social media Staff Responsible for Monitoring: Director of Communication Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Increase communication with parents of special education and 504 students through the use of a parent newsletter, parent workshops including a dyslexia parent night, district transition fair, and school district web page. Strategy's Expected Result/Impact: Increase in parent feedback and participation in attendance at workshops and on committee Staff Responsible for Monitoring: Special Education Director Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund, - 224 - IDEA Special Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize the HERO program to track both positive and negative behaviors and communicate with parents on an ongoing basis. Strategy's Expected Result/Impact: Increase in communication with parents Staff Responsible for Monitoring: Deputy Superintendent, C & I Directors, Campus Administration and Classroom Teachers Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Coordinate opportunities in the community that recognize student achievement. Strategy's Expected Result/Impact: Improved community awareness Staff Responsible for Monitoring: Director of Communications, Director of Community Relations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Promote positive stories on social media with the use of video programming and feature stories to market student enrollment. Implement Shout Outs for staff, student and alumni features, as well as highlighting academic and extra-curricular programs that make us stand out; mail district highlight publications to former students and utilize targeted email campaigns. Strategy's Expected Result/Impact: Increased views and engagement on social media; increase enrollment Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				





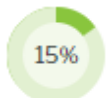
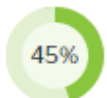










Strategy 13 Details	Reviews			
Strategy 13: Work with campus social media managers to train them as key communicators on their campus to increase positive publicity and launch them as a PR Squad. Strategy's Expected Result/Impact: Increased positive publicity Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Continue to promote the branding of Together We Succeed. Educate staff on where to locate branding and templates. Strategy's Expected Result/Impact: Increase marketing value with branding Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Discover the preferred method of communication for TCISD families. Strategy's Expected Result/Impact: Send survey to parents via email and social media. Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

Evaluation Data Sources: Parent sign-in sheets

Summative Evaluation: Some progress made toward meeting Objective

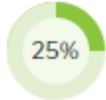










Strategy 1 Details	Reviews			
Strategy 1: Produce podcasts that help parents with tips for helping their children be successful. These podcasts will be posted on Apple Podcast and Spotify, the website and shared through email and social media. Strategy's Expected Result/Impact: Improved engagement Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning to campus principals to increase Family Engagement. Strategy's Expected Result/Impact: Increased opportunities for family engagement Staff Responsible for Monitoring: Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&I Title I: 4.1, 4.2 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop Parent Teacher Organizations (PTO's) to help increase family engagement Strategy's Expected Result/Impact: Improved family engagement Staff Responsible for Monitoring: Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&I	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Address the individual needs and talents of students through Fine Arts and CTE opportunities.

Evaluation Data Sources: Increased performance and participation.

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students enrolled in private lesson programs to promote a well rounded education. Strategy's Expected Result/Impact: Increase number of students enrolled Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to collaborate with community partners that financially support TCISD Fine Arts programs. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Director of Fine Arts, TCISD Foundation ED, and Fine Arts teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the enrollment of students in all Fine Arts programs. Strategy's Expected Result/Impact: Increase number of students enrolled. Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue and increase public performance and exhibition to promote community outreach. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June













Strategy 5 Details	Reviews			
Strategy 5: Increase the participation in CTE competitions including leadership events. Strategy's Expected Result/Impact: Students will have the opportunity to showcase their skills and performance. Staff Responsible for Monitoring: Director & Coordinator of CTE & Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase industry partnerships for all CTE programs to create high demand , high skilled, high waged job opportunities for our students. Strategy's Expected Result/Impact: Students will begin to form relationships with industry and will be hireable upon graduation. Staff Responsible for Monitoring: Director and Coordinator of CTE, Counselors and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Host CTE Advisory Council meetings to create collaboration between teachers and industry. Strategy's Expected Result/Impact: Students will participate in hands on learning and learn industry expectations. Staff Responsible for Monitoring: Director and Coordinator of CTE, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 2: Curriculum documents will reflect the level of rigor expected based on state curriculum standards.

Evaluation Data Sources: Curriculum documents, classroom observations, training documents, evaluation surveys



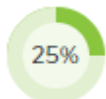

Summative Evaluation: Met Objective











Strategy 1 Details	Reviews			
Strategy 1: Develop a curriculum committee, timeline, and secure consultants for vetting and aligning curriculum resources. Fall 2022 - Math/Reading, Spring 2023 - Science, 2023-2024 - Social Studies Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers Funding Sources: - 211 - Title I, - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop core curriculum guides with teacher input on needed revisions and alignment and provide instructional and curriculum support through content and pedagogy training for instructional specialists and teachers. Strategy's Expected Result/Impact: Improved curriculum documents designed to contain required components Increased support in the implementation of district initiatives Staff Responsible for Monitoring: Curriculum & Instruction Department and Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 3: Increase academic achievement of special populations by meeting curricular needs.

Evaluation Data Sources: State and Federal accountability results

Strategy 1 Details	Reviews			
Strategy 1: Successfully implement and support the 1st Grade and Kindergarten Dual Language program and plan for the expansion of the 2nd grade Dual Language classrooms for the 2024-25 school year. Strategy's Expected Result/Impact: Promote long-term academic and language achievement in two languages with EL and Non-EL students Staff Responsible for Monitoring: Director of Special Programs, District Bilingual Specialist Title I: 2.4, 2.5, 2.6 Funding Sources: Training and marketing supplies - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of students who score a 3 or above on Advanced Placement exam scores and earn college credit by providing additional test prep materials for all AP students. Strategy's Expected Result/Impact: Increase in Advanced Placement exam scores Staff Responsible for Monitoring: Director of Secondary Education, Campus Administration, Counselors and Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
Strategy 3: Increase the number of students receiving college credit through the OnRamps dual enrollment program during the 2023-2024 school year. Strategy's Expected Result/Impact: Increase in student participation and successful completion in OnRamps Dual Credit Courses Staff Responsible for Monitoring: Director of Special Programs and Director of Secondary Education Title I: 2.5 Funding Sources: - 204- Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide planning and training opportunities for teachers to provide high quality projects through the Texas Performance Standards Project. Strategy's Expected Result/Impact: Increase teacher utilization of quality projects Staff Responsible for Monitoring: Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Increase enrichment programs and opportunities for students that are under-represented in the Gifted and Talented and advanced academic program. Strategy's Expected Result/Impact: Increased number of students identified and participating in GT and advanced academic programs Staff Responsible for Monitoring: Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase the number of LEP students that advance through the performance levels on the TELPAS assessment and successfully exit. Strategy's Expected Result/Impact: Increased TELPAS scores and increased number of students that are able to exit the program. Staff Responsible for Monitoring: Director of Special Programs, Bilingual Instructional Specialist, Bilingual and ESL Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Continue utilization of the Naviance College & Career Readiness program to provide students the knowledge and skills necessary for career and post-secondary opportunities all student. Strategy's Expected Result/Impact: All student will develop a 4 year plan that enables them to discover their strengths and interests, build critical social-emotional learning skills, create actionable goals, and find their best-fit path and career after high school. Staff Responsible for Monitoring: Director of Secondary Education, Campus Administrators, and Campus Counselors Funding Sources: - 204- Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Plan for and structure year 2 of Early College High School (ECHS) at both high school campuses. Strategy's Expected Result/Impact: Additional opportunities for students to receive college credits while in high school Staff Responsible for Monitoring: Superintendent and Assistant Superintendent of C&I	Formative			Summative
	Nov	Jan	Mar	June
				

Texas City Independent School District
Texas City High School
2023-2024 Campus Improvement Plan



Mission Statement

Texas City High School will create a positive culture for every student and practitioner to grow and learn.

Vision

To cultivate the next generation of leaders, innovators, and entrepreneurs.

Value Statement

Challenge Your Limits

We understand that barriers exist, sometimes creating an unusual path to success. At TCHS, we strive to understand our demands while working to equip all students with the skills and knowledge to navigate through the challenges of life after graduation.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	13

School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027. English I & English II 38% to 44%	20
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027. Algebra I 41% to 51%	23
Goal 3: The percentage of graduates meeting the CCMR criteria will increase from 60% to 90% by June 2027.	26
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	28
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	32
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	34
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	38
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	39
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	43
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	44
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Population = 1738

Ethnicity		
Hispanic-Latino	886	50.98%
American Indian - Alaskan Native	<u>3</u>	0.17%
Asian	4	.23%
Black - African American	350	20.14%
Native Hawaiian - Pacific Islander	1	0.06%
White	<u>407</u>	23.42%
At-Risk	903	51.96%
Economically Disadvantage	1255	72.21%
Section 504	160	9.21%
Special Education	263	15.13%
Homeless Status Total	38	2.19%
Female	852	47.95%
Male	886	52.05%

Demographics Strengths

TCHS comprises individuals from various ethnic, socioeconomic, and cultural backgrounds, fostering a rich learning environment. This diversity promotes cultural exchange tolerance and broadens students' perspectives. Additionally, a balanced gender distribution ensures equal opportunities and representation. The presence of students with varying academic abilities and interests encourages collaboration and peer learning. Ultimately, our campus demographic strength contributes to a vibrant and inclusive educational experience for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The African American population did not meet reading and math targets in Domain III. **Root Cause:** Students lack the skills to meet state targets

Problem Statement 2: EL population did not meet the state EL target. **Root Cause:** Students lack the necessary skills to meet state targets.

Problem Statement 3: Hispanic populations did not meet the federal graduation targets. **Root Cause:** Students did not complete a graduation plan in 4 years

Problem Statement 4: Communication barriers exist with non-English speakers, and we need an additional ESL aide. **Root Cause:** Staff and students communicate solely in their native language.

Problem Statement 5: Students can be in TCISD for multiple years and still lack basic English skills. **Root Cause:** Teachers need training on how to increase language acquisition through teaching content. Students rely on translations of texts and conversations or are placed with a peer who translates and speaks for them.

Student Achievement

Student Achievement Summary

Domain I - Student Achievement STAAR Performance		73	C
STAAR Performance (40%)	40	69	D
CCMR (40%)	81	83	B
Graduation Rate (20%)	89.7	60	D
Domain II - School Progress <i>(Better of Part A or Part B)</i>		79	C
Part A - Academic Growth	58	58	F
Part B - Relative Performance		79	C
STAAR Performance (50%)	40	73	C
CCMR (50%)	81	84	B
Domain III - Closing the Gaps	42	65	D

Student Achievement Strengths

CCMR remains a considerable part of the success at TCHS. The raw score continues to increase each year with more and more students who are college-ready or finding careers after high school.

TCHS will implement various strategies. TCHS strives to create a positive and supportive learning environment. Moreover, promoting extracurricular activities, clubs,

and sports can help students develop a well-rounded skill set. Effective communication between educators, parents, and students ensures a collaborative approach to addressing academic challenges. Incorporating technology into teaching methods and offering tutoring or additional academic support can raise achievement levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR component is a C rating. **Root Cause:** Students do not have the necessary skills to perform collectively at a higher percentage.

Problem Statement 2: The 4-year graduation rate for 2023 graduates was 87% **Root Cause:** Students did not complete a graduation plan in 4 years.

Problem Statement 3: TCHS has only met 20% of the targets in Domain III for reading and Math. **Root Cause:** Students do not have the skills to perform at the "meets" level for reading and math.

Problem Statement 4: Our EL students are struggling to meet classroom expectations. **Root Cause:** Our population of EL students is growing and we have one para.

School Culture and Climate

School Culture and Climate Summary

Surveys

- Moral low – Teachers do not feel heard and request better communication.
- Sub shortage
- Stakeholders have expressed the idea of fewer class periods and more instructional time.
- Increase in admin visibility on campus.
- Pay increase
- More team building in the district.
- More diverse counseling staff.
- Double-passing period time from 4 minutes to 8 minutes
- More team building and bonding.
- Opportunities for professional dialogue.
- Social Emotional Learning for staff.

Values

Respect: Respect for all individuals, regardless of their background, abilities, or beliefs, is a fundamental value at TCHS. It fosters a culture of inclusivity and kindness, creating a safe and welcoming environment for everyone.

Integrity: TCHS prioritizes integrity and emphasizes honesty, ethical behavior, and strong moral principles. They teach students the importance of doing what is right, even when challenging, and instill a sense of responsibility.

Excellence: The pursuit of excellence is a core value of TCHS. We encourage students to strive for their personal best in academics, extracurricular

activities, and personal growth. This value promotes a culture of continuous improvement.

Beliefs

Every Student Can Succeed: TCHS believes that every student has the potential to succeed academically and personally. This belief encourages educators to provide the necessary support and resources to help students reach their full potential.

Diversity Enhances Learning: TCHS embraces diversity as a strength and believes that a mix of backgrounds, experiences, and perspectives enriches the educational experience for all students. This belief promotes inclusivity and cultural understanding among students.

Community Engagement: TCHS recognizes the importance of community involvement in education. We believe that strong partnerships with parents, local organizations, and the broader community contribute to a holistic and supportive educational experience for students.

School Culture and Climate Strengths

We have numerous clubs and activities for students on campus which require community service and 90% attendance in school. Our teachers actively participate in faculty meetings, department meetings, and other leadership opportunities on campus. We recognize teachers of the month and students of the week. Our campus makes at least one positive phone call home per week for students at TCHS. We enjoy cupcakes each month at our faculty meetings to recognize campus birthdays. Every department or club is responsible for an appreciation day for dedicated employees. We invite families in for FASFA breakfast days as well as FASFA evenings.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: TCHS has seen an increase in the number of aggressive incidents on campus. **Root Cause:** Students lack the skills to deal with peer-to-peer conflict.

Problem Statement 2: TCHS has a larger number of students late or tardy daily. **Root Cause:** Students and parents do not value the idea of accountability.

Problem Statement 3: Groups of students roam the halls Periods 1-8 **Root Cause:** A limited number of security monitors to monitor doors and hallways.

Problem Statement 4: TCHS has poor average daily attendance. **Root Cause:** Students are not motivated to show up to the first period on time.

Problem Statement 5: A lack of subs is leading to hall roaming, loss of instructional time and a decrease in SF minutes as paras are pulled to the sub. **Root Cause:** The availability of subs has decreased.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

TCHS will welcome several new employees to our campus. We are excited to work with individuals who bring fresh ideas and expertise to our campus. The district continues to add improvements to increase the effectiveness of the instruction in the classroom. All new teachers will have access to technology and laptops. District technology continues to add instructional tools that increase engagement in the classroom.

The administration actively recruits and attends college job fairs to attract high-quality candidates.

Teachers receive stipends for mathematics and science composite certifications.

Retention of staff members occurs through mentor programs, new teacher meetings, and shared leadership. Staff feedback for improving the work environment is gained through teacher feedback.

Staff Quality, Recruitment, and Retention Strengths

TCHS offers a competitive salary plus \$4000 stipends for math and science teachers with \$2500 for high-need special education settings. TCISD maintains updated facilities that are appealing to teachers including science and robotics labs, and quality CTE programs and resources. TCISD is providing a safe and secure environment to prevent school threat situations from occurring on campuses such as door locks, Navigate360 communications., etc. TCHS provides new teacher meetings accompanied by learning walks and coaching for new teachers to increase their instructional tools. TCHS has added monthly new teacher meetings to ensure teachers feel supported and knowledgeable of campus expectations. Our district provides grant opportunities for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: TCHS had a high teacher turnover starting the 23-24 school year. **Root Cause:** Turnover due to retirements, staff seeking higher salaries, and less job responsibility.

Problem Statement 2: Inclusion paraprofessionals have 6-8 different subject areas which challenge their ability to be effective. **Root Cause:** An increase in the number of SPED students and the decrease in staff caused existing staff to be utilized in different areas on campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our instructional and scheduling plan focused on selecting strong teachers to address critical content subjects and the interventions offered for student success. We now offer more OnRamps courses free to all TCHS students. Students can gain college credit in this new dual credit program.

TCHS sophomores who did not pass their EOCs freshmen year have remediation options for Algebra I, English I, and Biology provided in their assigned classes.

Juniors and Seniors will receive a curriculum designed to prepare them for TSIA in math and reading. TCHS will offer a Junior TSI day to increase the number of students who may have a chance to become college-ready.

Teachers meet in PLCs daily for English I, II, US History, Algebra I, and Biology. Additionally, all other subject areas have a common planning period.

Curriculum, Instruction, and Assessment Strengths

As the accountability game shifts from year to year, we must adjust our instructional techniques to increase our standing in the accountability game. During staff development, we explored and explained the system so teachers would understand the importance of increasing the percentage of students to meet and masters. We will build on that understanding to create teacher ownership of student growth. The administration will strive to grow teachers in the areas of planning, instructional strategies, acceleration, and enrichment for all students.

TCHS has three full-time instructional specialists and one shared specialist with La Marques High School. Specialists plan and design curricula with their teachers to increase student engagement, address academic deficiencies, and improve the overall academic performance of our students.

We will prioritize addressing the LEP and Special Education issues as a campus as these populations continue to struggle and increase in size.

In all of our classes, we are encouraging teachers to have students present knowledge through reading, writing, listening, and speaking in their assessments and projects. We are hoping this will improve vocabulary acquisition skills.

We equipped our teachers with engagement tools such as Kagan Structures and the idea of PIES to assist with student engagement in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A large percentage of students have low Lexile levels. **Root Cause:** Students do not have access to quality reading materials at home.

Problem Statement 2: EL students do not receive the same level of instruction as their peers. **Root Cause:** The language barrier affects the learning process and only one ELS is employed at TCHS. Edit Associated Areas

Parent and Community Engagement

Parent and Community Engagement Summary

Our counselors work with students and parents to assist them with House Bill 5 requirements, individual graduation plans, and personal academic planning. Counselors must meet individually with students yearly to address their concerns, adjust their graduation plans, and create a college or career path for the student. Parents are invited to attend these meetings at their convenience. Teachers continue to communicate with parents regarding student needs both academically and behaviorally. Assistant Principals and Counselors hold routine meetings with parents. This year, we will continue to have a College Fair, Career Fair. We have also hired a College and Career counselor to work directly with students on their post-secondary needs. We have already hosted a scholarship donor dinner to build relationships with stakeholders who invest in our students beyond TCHS. We strive to make community appearances so parents will have the convenience to meet and ask questions.

Parent and Community Engagement Strengths

In Texas City, we prioritize fostering strong partnerships with parents to support our students' academic and personal growth. Despite economic challenges and a high percentage of economically disadvantaged students, our community excels in creating numerous opportunities for parents to engage actively in their children's education, enhancing their chances for success.

One of our core strengths lies in the individualized support provided by our school counselors and administration team. This teamwork closely with students and parents to navigate House Bill 5 requirements, develop individual graduation plans, and engage in personal academic planning. They meet with each student annually to address specific concerns, adjust graduation plans, and help chart a college or career path. These meetings are open to parents, encouraging them to participate actively and stay informed about their child's progress.

Our commitment to parent engagement extends beyond these meetings. We host FAFSA Nights to assist families in understanding and completing financial aid applications, ensuring students have access to post-secondary education funding opportunities. Additionally, we organize Parent Information Nights that focus on key topics vital to high school success. These sessions provide valuable information on academic expectations, graduation requirements, and resources available to support students, helping parents stay involved and informed.

To further support our students' future goals, we continue to hold annual College Fairs and Career Fairs, where parents can explore post-secondary options alongside their children. We have also hired a dedicated College and Career Counselor who works directly with students to develop their post-secondary plans. This addition provides another layer of support and engagement for both students and parents.

We also recognize the importance of community involvement in student success. Our recent scholarship donor dinner aimed to build relationships with stakeholders who invest in our students, demonstrating our commitment to securing resources that extend beyond the classroom. We make a conscious effort to be present at community events, giving parents the convenience of meeting with us, asking questions, and staying engaged in their child's education.

Through a combination of personalized support, informative events, and consistent communication, Texas City schools are dedicated to empowering parents to be active partners in their child's education. These engagement opportunities are a vital strength of our community, helping to ensure every student has the support needed to achieve academic and career success.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Spanish-speaking parents struggle with campus communication. **Root Cause:** Not all of the campus communication programs have translation capabilities.

Problem Statement 2: In the past, most of our activities have been student based and did not involve the parent. **Root Cause:** Parent involvement opportunities were not planned on the TCHS campus

Problem Statement 3: A low percentage of parent attendance for campus meetings. **Root Cause:** A high percentage of the community does not have transportation or maybe at work. The perception that the information is redundant and not important.

School Context and Organization

School Context and Organization Summary

Texas City High School (TCHS) is guided by a clear mission and vision aimed at fostering a positive educational environment and developing future leaders.

Mission: To create an environment for every practitioner to learn and grow.

Vision: To produce the next generation of leaders, innovators, and entrepreneurs.

Core Values:

- **Commitment to Excellence:** Striving for high standards in all aspects of education.
- **Student-Centered Learning:** Focusing on the needs and growth of each student.
- **Collaboration and Teamwork:** Encouraging cooperation among staff, students, and the community.
- **Integrity and Respect:** Upholding ethical standards and valuing all members of the school community.
- **Innovation and Creativity:** Encouraging new ideas and approaches in teaching and learning.
- **Equity and Inclusion:** Ensuring all students have access to opportunities and resources to succeed.

To maintain a well-organized and efficient school environment, TCHS staff members adhere to routine procedures and policies outlined in the campus OneNote system. This centralized resource ensures consistency and clarity in daily operations.

The leadership team at TCHS plays a proactive role in enhancing both on-campus operations and student achievement. By regularly assessing the school's performance, they identify key areas for improvement and implement strategies to address these needs.

In addition to fostering a strong educational foundation, TCHS is committed to ensuring a safe and secure environment for all students and staff. The school has implemented multiple security measures, including enhanced front office protocols, secure classroom door locks, and the use of Navigate360 communication systems, to respond effectively to any potential threats.

Together, these elements reflect TCHS's dedication to its mission and vision, ensuring a supportive, safe, and forward-thinking educational environment for all.

School Context and Organization Strengths

TCHS thrives in a vibrant educational context, fostering a diverse community of students, teachers, and staff. Its organizational strengths lie in its commitment to academic excellence, extracurricular programs, dedicated faculty, and a supportive network of parents and alumni, creating a dynamic learning environment that prepares students for future success.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A large percentage of students are late to school each day. **Root Cause:** The district attendance policy does not address the high frequency of tardies.

Problem Statement 2: The campus has seen an increase in serious altercations. **Root Cause:** Social media perpetuates verbal and physical aggression.

Technology

Technology Summary

TCHS has implemented advanced technology for teacher and student use in the classroom and at home. The administration uses OneNote and Canvas to communicate with students, teachers, and families.

Weekly postings on Texas City High School Facebook page. Weekly announcements are posted from the audio/video classes. AP Graham updates the High School Website and Facebook page.

Dean Williams sends out a newsletter each 9week grading period to spread the good news about Texas City High School.

Principal Hypolite communicates with parents and students directly using the Remind 101 app.

Instructional technology specialist has assisted teachers with establishing student accounts, access to programs, and basic troubleshooting of technology needs. TCHS has two technology technicians on campus.

Technology Strengths

All teachers have a Clever touch and personal laptop in their classrooms. All students have a laptop device.

Teachers are trained in Office 365 and Canvas programs. Subject groups share the curriculum through One Drive.

Office support uses Sharepoint to collaborate about campus business. We are also rolling out OneNote for PLC documentation.

Problem Statements Identifying Technology Needs

Problem Statement 1: Laptop distribution takes a full week of campus operations. **Root Cause:** Students do not keep their laptops from year to year.

Problem Statement 2: Students are unable to receive a laptop due to fees from another campus. **Root Cause:** Students do not pay fees before transferring.

Problem Statement 3: Most of the campus did not have access to technology between 4-8 days **Root Cause:** Laptop distribution is scheduled after the start of the 1st day of school.

Problem Statement 4: Instruction and administration of Final Exams are hindered due to no devices. **Root Cause:** Laptop collection before the last day of school

Problem Statement 5: Inclusion paras do not have devices to collect data. **Root Cause:** The quantity of available devices does not meet the current demand at TCHS.

Problem Statement 6: New teachers struggle with technology platforms. **Root Cause:** The training is not sufficient for teachers new to our campus or district.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- 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
- Section 504 data
- Homeless data
- Gifted and talented data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027.
English I & English II 38% to 44%

Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Reading by increasing the Meets performance by 4%.









High Priority

HB3 Goal

Evaluation Data Sources: Student performance on STAAR English I & English II EOC

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Diagnostic Assessments: Use these to identify students' specific strengths and weaknesses in reading. Targeted Instruction: Develop personalized learning plans based on assessment results to address individual needs. Professional Development: Regularly train teachers on the latest reading strategies and interventions. Engaging Materials: Provide a diverse range of reading materials that are both culturally relevant and interesting to students to boost engagement. Parental Involvement: Encourage reading at home by engaging parents and providing resources for them to support their children's literacy. Frequent Monitoring: Regularly track progress and adjust strategies as needed to ensure continuous improvement.

Strategy 1 Details		Reviews			
Strategy 1: All teachers have a common planning period with others in the same department. Strategy's Expected Result/Impact: Increase collaboration and effective instructional practices. Staff Responsible for Monitoring: Campus Administration, instructional specialist.		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					









Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027.
English I & English II 38% to 44%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

High Priority

Evaluation Data Sources: District Assessments, MAP Growth reports, STAAR Reports, TELPAS Reports, and other state accountability reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Meet with specialists every other week to evaluate student data. Strategy's Expected Result/Impact: Appropriately address all students based on their learning level.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase yearly through June 2027.
English I & English II 38% to 44%

Performance Objective 3: Increase Reading Meets level for African Americans by 4% to meet the target and Hispanics by 12% to hit long-term target.

High Priority

Evaluation Data Sources: District Assessments, MAP Growth reports, STAAR Reports, TELPAS Reports, and other state accountability reports

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027.
Algebra I 41% to 51%

Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving all students' Math performance by increasing the Meets performance by 6% in June 2022.

High Priority

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Tailored Remediation: Use assessments to identify specific gaps in knowledge, and provide targeted remedial sessions. Interactive Learning Tools: Incorporate technology like math software and apps that offer interactive problem-solving exercises. Collaborative Learning: Foster group work where students can learn from peers, promoting understanding through discussion and teamwork.

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027.
Algebra I 41% to 51%

Performance Objective 2: Increase Algebra Meets level for African Americans by 4% to meet the target and Hispanics by 12% to hit the long-term target.

High Priority

Evaluation Data Sources: District Assessments and STAAR Reports

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase yearly through June 2027.
Algebra I 41% to 51%

Performance Objective 3: Increase overall Math STAAR performance to 43% for 2024

High Priority

Evaluation Data Sources: District Assessments and STAAR Reports

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: The percentage of graduates meeting the CCMR criteria will increase from 60% to 90% by June 2027.

Performance Objective 1: Increase the CCMR indicator by 14% in 2023 and then 6-8% each school year until we reach 90%. Then increase each year until we reach 100%



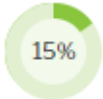









High Priority

HB3 Goal

Evaluation Data Sources: CCMR Indicators, CCMR Early Warning System in OnData Suite

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Form a committee to meet regularly to monitor CCMR. Implement strategies to gain points for groups that traditionally do not receive CCMR points.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students who are not on a CCMR path. Strategy's Expected Result/Impact: Increase in CCMR Staff Responsible for Monitoring: Campus and District Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a successful Early College High School program. Strategy's Expected Result/Impact: More students will complete dual credit classes and increase CCMR. Staff Responsible for Monitoring: Dean of ECHS	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates meeting the CCMR criteria will increase from 60% to 90% by June 2027.









Performance Objective 2: Increase the number of students taking Dual Credit courses.

High Priority

Evaluation Data Sources: Numbers from COM, OnRamps, and ECHS

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to increase the number of COHORTS for early college high school students.

Strategy 1 Details	Reviews			
Strategy 1: Working with specialists and interventionists, students will be identified and provided additional support to fill gaps in understanding. Strategy's Expected Result/Impact: Decrease the number of retesters from last year and first-time testers. Staff Responsible for Monitoring: Teachers, specialists, and administration 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	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

High Priority

Evaluation Data Sources: Student performance on EOC assessments.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify students who fall below meets on local assessments and provide Tier 2 or 3 instruction. Strategy's Expected Result/Impact: Increase the percentage fo Meets on all EOC exams. Staff Responsible for Monitoring: Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

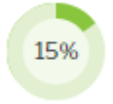
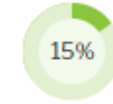
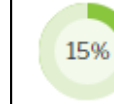





Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: TCHS will increase the Overall Meet percent in Reading by 3% to meet state target.

High Priority

Evaluation Data Sources: Student performance on EOC assessments & District Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Identify processes in PLC that will provide instruction to meet the rigor needed for student achievement at the Meets level. Strategy's Expected Result/Impact: Increase the number of students in all areas. Staff Responsible for Monitoring: Campus Staff		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 3: To meet the state target, TCHS will increase the Meets percent in Math by 6%.

High Priority

Evaluation Data Sources: Student performance on EOC assessments & District Assessments

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 4: To hit state Meets targets, TCHS will increase African Americans by 4% in Reading and 4% in Math.

High Priority

Evaluation Data Sources: Student performance on EOC assessments & District Assessments

Summative Evaluation: Some progress made toward meeting Objective









Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

High Priority

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide training, practice drills, and follow-up for TCHS staff for safety and security measures. Strategy's Expected Result/Impact: Ensure that students and staff are prepared for campus emergencies. Staff Responsible for Monitoring: Campus administration and district safety and security.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.









Performance Objective 2: Review and enhance needed areas of safety concerns.

High Priority

Evaluation Data Sources: Evaluate past incidents, conduct safety audits, and game plan for future safety situations.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Door alarm times. Building fence in blind spots.

Strategy 1 Details		Reviews			
Strategy 1: TCHS will evaluate areas of security concerns and submit ideas to address any deficiencies. Strategy's Expected Result/Impact: Decrease the number of safety and security incidents. Staff Responsible for Monitoring: All building staff contracted deputies, and safety and security.		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Develop a MTSS that supports a campus-wide and classroom positive behavior management system (PBIS) which will allow our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.









Summative Evaluation: Some progress made toward meeting Objective

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed through campus and SEL counselors.

Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Counselors will have more time to work with students on social and emotional issues. Strategy's Expected Result/Impact: Increase the amount of time to address mental concerns on the TCHS campus. Staff Responsible for Monitoring: Counselors and Campus Administration.	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				








Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy dockets. Reach Out Walk data.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Provide different attendance incentives for students.




Strategy 1 Details		Reviews			
Strategy 1: TCHS will implement an attendance contract and deny credit to students who do not meet the 90% rule. Strategy's Expected Result/Impact: Increase campus attendance percentages. Staff Responsible for Monitoring: Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation, course selection and interest surveys (Naviance).

Summative Evaluation: Some progress made toward meeting Objective

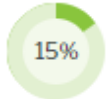







Strategy 1 Details	Reviews			
Strategy 1: Help students with interest surveys by utilizing Naviance. Strategy's Expected Result/Impact: Help students choose endorsement paths and career paths. Staff Responsible for Monitoring: Counselors on both secondary levels.	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div> Continue/Modify</div></div><div><div><div></div><div></div></div><div> Discontinue</div></div></div></div>				

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Seek new programs and hardware that will assist instructors with instructional. Strategy's Expected Result/Impact: Increase engagement. Staff Responsible for Monitoring: Administration and Technology ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.



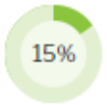





Evaluation Data Sources: Retention rate, improved instruction
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide effective professional development for staff. Strategy's Expected Result/Impact: Increase effective instruction, and collaboration and foster an atmosphere that will increase retention. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Provide school leadership training to strengthen educational leaders, enhance leadership skills for principals, administrators, and staff, and build youth leadership capacity within the district

Summative Evaluation: Some progress made toward meeting Objective

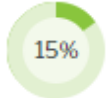

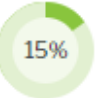





Strategy 1 Details		Reviews			
Strategy 1: Provide professional development for campus Principals through Holdsworth. Strategy's Expected Result/Impact: Increase Leadership skills and overall campus achievement. Staff Responsible for Monitoring: District Administration.		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Promote shared leadership at all levels of the organization.

Evaluation Data Sources: Variety of personnel involved in collaboration.

Summative Evaluation: Some progress made toward meeting Objective


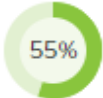






Strategy 1 Details		Reviews			
Strategy 1: Create leadership teams with shared leadership responsibilities. Strategy's Expected Result/Impact: To increase ownership among all departments on campus. Staff Responsible for Monitoring: Campus Administration.		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 4: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Increased retention rate of teachers and staff.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Attend job fairs and monitor certification groups from all alternative certification programs.		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Summative Evaluation: Met Objective

Next Year's Recommendation: Incorporate off campus events.









Strategy 1 Details	Reviews			
Strategy 1: Quarterly Newsletter to inform parents of campus events and information. Strategy's Expected Result/Impact: Parents are informed of important campus dates and information. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attend and assist with both on and off-campus events. Strategy's Expected Result/Impact: To increase collaboration among all campus groups and organizations. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

Evaluation Data Sources: Parent sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for parents to be involved with campus activities. Strategy's Expected Result/Impact: Increase parent involvement to help increase achievement. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Address the individual needs and talents of students through Fine Arts and CTE opportunities.

Evaluation Data Sources: Increased performance and participation.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Hire and retain qualified individuals in Fine Arts. Strategy's Expected Result/Impact: Continuity will foster an environment that will increase participation in all programs. Staff Responsible for Monitoring: Campus and District Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 2: Curriculum documents will reflect the level of rigor expected based on state curriculum standards.

Evaluation Data Sources: Curriculum documents, classroom observations, training documents, evaluation surveys

Summative Evaluation: Some progress made toward meeting Objective

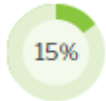







Strategy 1 Details	Reviews			
Strategy 1: Instructional specialists and campus administrations will evaluate the level of rigor during Tier 1 instruction. Strategy's Expected Result/Impact: Increasing the level of Rigor will increase the percentage of students at the Meets level and higher. Staff Responsible for Monitoring: Instructional Specialist, campus administration, and teachers. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 3: Increase academic achievement of special populations by meeting curricular needs.

Evaluation Data Sources: State and Federal accountability results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Inclusion teachers will monitor all caseloads to target students who need early intervention. Strategy's Expected Result/Impact: Increase Domain III Monitoring group of special populations Target performance. Staff Responsible for Monitoring: Campus administration and inclusion teachers. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 4: The district will use the Early College High School to increase Dual Credit opportunities.

High Priority

Evaluation Data Sources: ECHS grades, credits, and participation numbers.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement wraparound services for all students to ensure success. Strategy's Expected Result/Impact: ECHS will meet state standards for graduation percentages in Dual Credit. Staff Responsible for Monitoring: Dean of ECHS	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Texas City Independent School District
La Marque High School
2023-2024 Campus Improvement Plan



Mission Statement

“The mission of The La Marque High School is to foster an educational environment in which all students are challenged, excellence is expected, and individual differences are valued; so students maximize their full potential as responsible, productive, contributing members of society.”

Vision

As a community of learners, we will provide a safe environment to foster excellence in citizenship, pride and preparedness for career, military or college success.

Core Values

"Cougars always display **P.R.I.D.E!"**

P- Punctuality **R-** Responsibility **I-** Integrity **D-** Determination **E-** Enthusiasm

Table of Contents

“The mission of The La Marque High School is to foster an educational environment in which all students are challenged, excellence is expected, and individual differences are valued; so students maximize their full potential as responsible, productive, contributing members of society.”	2
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: The percentage of students that score MEETS grade level or above on STAAR/EOC will increase each year through June 2024. (English I & English II 36% to 48%)	7
Goal 2: The percentage of students that score MEETS grade level or above on STAAR/EOC Math will increase each year through June 2024. (Algebra I 41% to 51%)	11
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 60% to 75% by June 2024.	14
Goal 4: Compared to state standards, LMHS will close the learning gap for each student group on state assessments by meeting or exceeding established targets. (45% Meets (Algebra, Biology, English I, English II), 60% Meets (US History), 20% Masters (Algebra, Biology, English I, English II), 30% Masters (US History)	16
Goal 5: LMHS will implement the district-established comprehensive plan to create and maintain safe and secure school and facilities.	18
Goal 6: LMHS will utilize district-provided resources to implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. LMHS will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student dropout rates.	20
Goal 7: LMHS will utilize district-provided, innovative technology equipment, support and training to facilitate success for all students.	22
Goal 8: LMHS will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all students and bring pride to the community.	23
Goal 9: Members of the LMHS Campus leadership team will maintain a positive image with all stakeholder groups throughout the community.	24
Goal 10: Through district-provided support, LMHS encourage parental engagement in all campus operations throughout the year.	25
Goal 11: LMHS will implement and promote the guaranteed and viable curriculum, provided by the District, to meet the needs of all students.	26
Campus Funding Summary	27

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation 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
- Dual-credit and/or college prep course completion 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
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: The percentage of students that score MEETS grade level or above on STAAR/EOC will increase each year through June 2024.
(English I & English II 36% to 48%)

Performance Objective 1: LMHS teachers will expose students to in-class reading and writing to build student skills reading and writing skills and stamina.

High Priority

Evaluation Data Sources: CBAs









Writing Assignments

EOCs

MAPS data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Calendared, specific plan needs to be monitored for fidelity and full implementation.

Strategy 1 Details	Reviews			
Strategy 1: ALL teachers will implement "We Write Wednesday" to build our students' writing proficiency and stamina. Strategy's Expected Result/Impact: Students will be fully accustomed to academic writing and able to complete writing tasks in a timely, coherent fashion. Staff Responsible for Monitoring: ALL teachers LMHS Admin English Specialist English/Reading Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2 Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 1: The percentage of students that score MEETS grade level or above on STAAR/EOC will increase each year through June 2024.
(English I & English II 36% to 48%)

Performance Objective 2: LMHS will establish an intervention schedule to meet the academic needs of its' students.

High Priority

Evaluation Data Sources: Intervention Schedule
PLC Agendas

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: LMHS English EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. Strategy's Expected Result/Impact: To build student academic capacity to meet or exceed performance standards. Staff Responsible for Monitoring: English EOC teachers English Specialist English/Reading Interventionist Dean of Instruction 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 Problem Statements: Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<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: The percentage of students that score MEETS grade level or above on STAAR/EOC will increase each year through June 2024.
(English I & English II 36% to 48%)

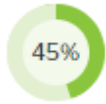







Performance Objective 3: LMHS English I and English II teachers will engage in on-going feedback with all students to review progress and areas of improvement.

High Priority

Evaluation Data Sources: Data Folders
Conference Calendar
Student Data Folders

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Increase monitoring of feedback. Require teacher presentations during Data Extended Wednesdays.

Strategy 1 Details	Reviews			
Strategy 1: LMHS English I and English II teachers will conduct data conferences with all students to review progress and areas of improvement. Strategy's Expected Result/Impact: Increase student and parent awareness of academic need and interventions. Staff Responsible for Monitoring: LMHS English EOC teachers English Specialist English/Reading Interventionist Dean of Instruction Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: The percentage of students that score MEETS grade level or above on STAAR/EOC will increase each year through June 2024.
(English I & English II 36% to 48%)

Performance Objective 4: LMHS will increase the number of students who achieve MEETS on the EOC exam by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: CBAs

MAPs Testing









EOCs

Student Data Conferences

PLCs

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Intensify efforts in English and Math monitoring. Address gaps through smart hiring practices.

Strategy 1 Details	Reviews			
Strategy 1: English teachers will be trained in best practices for EOC remediation, intervention and enrichment. Strategy's Expected Result/Impact: Teachers will be prepared to address student needs and improve academic achievement at the MEET and MASTERS level. Staff Responsible for Monitoring: Dean of Instruction Principal Instructional Specialists 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 Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: The percentage of students that score MEETS grade level or above on STAAR/EOC Math will increase each year through June 2024. (Algebra I 41% to 51%)




Performance Objective 1: LMHS will establish an intervention schedule to meet the academic needs of its' students.

High Priority

Evaluation Data Sources: PLC Agendas
Intervention Schedule
Student Sign-In Sheets

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: ***SEE NOTES for English***

Strategy 1 Details	Reviews			
Strategy 1: LMHS Math EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. Strategy's Expected Result/Impact: To build student academic capacity to meet or exceed performance standards. Staff Responsible for Monitoring: Math EOC Teachers Math Specialist Math Interventionist Dean of Instruction Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

Goal 2: The percentage of students that score MEETS grade level or above on STAAR/EOC Math will increase each year through June 2024.
(Algebra I 41% to 51%)

Performance Objective 2: LMHS Algebra I teachers will engage in on-going feedback with all students to review progress and areas of improvement.

High Priority

Evaluation Data Sources: PLC agendas
Data Folder
Conference Calendar

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: ***See notes for English***

Strategy 1 Details	Reviews			
Strategy 1: LMHS Algebra I teachers will conduct data conferences with all students to review progress and areas of improvement. Strategy's Expected Result/Impact: Increase student and parent awareness of academic need and interventions. Staff Responsible for Monitoring: LMHS Algebra I Teachers Math Specialist Math Interventionist Dean of Instruction Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: The percentage of students that score MEETS grade level or above on STAAR/EOC Math will increase each year through June 2024. (Algebra I 41% to 51%)

Performance Objective 3: LMHS will increase the number of students who achieve MEETS on the EOC exam by 5%.

High Priority

HB3 Goal









Evaluation Data Sources: CBA

MAPs testing

EOC Exams

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Increase monitoring of data and collaboration in campus ILT

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will be trained in best practices for EOC remediation, intervention and enrichment. Strategy's Expected Result/Impact: Teachers will be prepared to address student needs and improve academic achievement at the MEET and MASTERS level. Staff Responsible for Monitoring: Math teachers Math Specialist Dean of Instruction Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 60% to 75% by June 2024.

Performance Objective 1: LMHS CTE, Special Education, College Bridge and Advanced Academics teachers will set certification goals and track them throughout the year.

High Priority

HB3 Goal

Evaluation Data Sources: Goal Tracking
BOY, MOY and EOY monitoring

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue, intensify monitoring to account for the phase in/out of certification requirements.

Strategy 1 Details		Reviews			
Strategy 1: LMHS will maintain regular monitoring of graduation coding. Strategy's Expected Result/Impact: Coding Calendar PEIMS Reporting Staff Responsible for Monitoring: Taylor Bellard, Registrar Jenna Dutton, Special Education Richelle Cooper, Counselor (A-J) Keneshe Butler, Counselor (K-Z) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Achievement 1, 2		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 60% to 75% by June 2024.

Performance Objective 2: LMHS will offer testing sessions to provide students with an opportunity to exhibit college and career readiness.

High Priority

HB3 Goal

Evaluation Data Sources: Testing Calendar
Student Results
Edgenuity

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: LMHS will offer testing sessions to provide students with an opportunity to exhibit college and career readiness Strategy's Expected Result/Impact: Increase opportunities and probability of career, college or military readiness. Staff Responsible for Monitoring: Testing coordinator College & Career Counselor LMHS Administration Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 4: Compared to state standards, LMHS will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

(45% Meets (Algebra, Biology, English I, English II), 60% Meets (US History), 20% Masters (Algebra, Biology, English I, English II), 30% Masters (US History))









Performance Objective 1: Increase the performance of each student group to meet by increasing the number of students who perform at the Meets level on state assessments through identification and interventions.

High Priority

Evaluation Data Sources: Student performance on EOCs
CBAs
MAP Data

Summative Evaluation: Some progress made toward meeting Objective


Next Year's Recommendation: Continue but modify strategies.

Strategy 1 Details	Reviews			
Strategy 1: EOC teachers will create a monitoring list to track student growth and intervention attendance. Strategy's Expected Result/Impact: To close the performance gap by tracking students and addressing their individual learning needs. Staff Responsible for Monitoring: EOC teachers Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 3 Funding Sources: - 211 - Title I - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Compared to state standards, LMHS will close the learning gap for each student group on state assessments by meeting or exceeding established targets.
(45% Meets (Algebra, Biology, English I, English II), 60% Meets (US History), 20% Masters (Algebra, Biology, English I, English II), 30% Masters (US History))

Performance Objective 2: Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

- High Priority**
- Evaluation Data Sources:** Student performance on benchmarks, common assessments and EOC exams
- Summative Evaluation:** No progress made toward meeting Objective
- Next Year's Recommendation:** Modify targeted strategy

Strategy 1 Details	Reviews			
Strategy 1: LMHS EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. Strategy's Expected Result/Impact: Improving Meets and Masters overall performance for all students; especially identified subgroups. Staff Responsible for Monitoring: EOC teachers, Instructional Specialists, LMHS Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<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 5: LMHS will implement the district-established comprehensive plan to create and maintain safe and secure school and facilities.

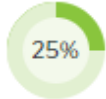







Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

High Priority

Evaluation Data Sources: Reduced referral and student accidents
Increased participation in school functions
Review of referral to wraparound services

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Specificity required. Utilize PBIS team more effectively.

Strategy 1 Details	Reviews			
Strategy 1: LMHS instructional staff will implement student engagement strategies to foster instructional engagement, team building, and class building. Strategy's Expected Result/Impact: Students will embrace learning as a result of being exposed to structured engagement and embedded team building and class building strategies; thus minimizing off-task behavior. Staff Responsible for Monitoring: LMHS Administrators, LMHS Specialists, LMHS Department Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: LMHS will implement the district-established comprehensive plan to create and maintain safe and secure school and facilities.

Performance Objective 2: Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

High Priority

Evaluation Data Sources: Behavior data tracking

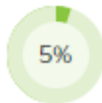







Behavior plans

MTSS referral

ESPED

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: MUST SIGNIFICANTLY improve MTSS process!

Strategy 1 Details	Reviews			
Strategy 1: LMHS will establish monthly RtI meeting to discuss and address off-task student behavior and establish behavior plans to increase student learning opportunities for at-risk students. Strategy's Expected Result/Impact: Students will exhibit improved behavior and engagement as a result of established and monitored interventions Staff Responsible for Monitoring: LMHS Assistant Principals MTSS/RtI Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 6: LMHS will utilize district-provided resources to implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. LMHS will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student dropout rates.

Performance Objective 1: Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully and positively with peers and staff.

High Priority

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

Next Year's Recommendation: Increase student recognition/Implement PBIS team

Strategy 1 Details	Reviews			
Strategy 1: LMHS Administration and instructional staff will establish a behavior management team to establish, monitor and maintain a campus-wide behavior management system based on positive supports, persistent re-direction, and taught expectations. Strategy's Expected Result/Impact: Student compliance will increase and be repeated, therefor reducing disciplinary referrals/actions. Staff Responsible for Monitoring: LMHS staff PBIS Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 1, 3 Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: LMHS will utilize district-provided resources to implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. LMHS will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student dropout rates.

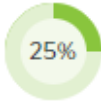





Performance Objective 2: Utilize a positive reinforcement system to encourage positive, productive and reflective student participation in campus-wide PBIS.

High Priority

Evaluation Data Sources: Meeting agendas
HERO log
Fieldtrip participants
Survey

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We need to vet Character Education programs for Secondary.

Strategy 1 Details	Reviews			
Strategy 1: La Marque High School will promote character building through weekly curriculum; Character Strong. Strategy's Expected Result/Impact: Student conflict (physical/verbal) resolution will result in a reduction of mutual combat referrals/placements. Staff Responsible for Monitoring: Dean of Student Support Services Counselors CIS Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: LMHS will utilize district-provided, innovative technology equipment, support and training to facilitate success for all students.









Performance Objective 1: Provide updated technology equipment, support and training to district staff.

High Priority

Evaluation Data Sources: Successful implementation of the use of technology.

Summative Evaluation: Significant progress made toward meeting Objective









Next Year's Recommendation: Continue PRIDE & Train Me Thursday

Strategy 1 Details	Reviews			
Strategy 1: LMHS administration will establish training through "Tech-Tacular" or "Train Me" Thursdays once per month. Strategy's Expected Result/Impact: To increase staff's technological capacity. Staff Responsible for Monitoring: LMHS administration, District Instructional Technologists TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 3 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: LMHS will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all students and bring pride to the community.

Performance Objective 1: Establish a consistent new teacher support program to address procedural, instructional and management needs of new staff members.

- High Priority**
- Evaluation Data Sources:** Meeting schedule
Agendas
Sign-in sheets
Percent of retained staff
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Keep and maintain 2nd year teachers in the program.

Strategy 1 Details	Reviews			
Strategy 1: LMHS administration will reinforce P.R.I.D.E. (Procedures, Responsibilities, Instruction, Discipline, Everything Else) training for new teachers at least once per month. Strategy's Expected Result/Impact: Build the instructional and operation capacity of new staff. Staff Responsible for Monitoring: Campus administrators Instructional Specialist Department Chairs TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3 Funding Sources: - 199 - General Fund - \$600	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

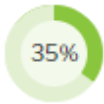







Goal 9: Members of the LMHS Campus leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Support campus and district events through attendance, candor and fellowship.

Evaluation Data Sources: Event attendance
Job Fair
Parent Conferences

Summative Evaluation: Met Objective

Next Year's Recommendation: Increase off-campus offerings

Strategy 1 Details	Reviews			
Strategy 1: Host at least four off-campus district-sponsored events. Strategy's Expected Result/Impact: Highlight leadership team cohesiveness and increase the profile of the team. Staff Responsible for Monitoring: LMHS Administrators LMHS Counselors LMHS Specialists ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				









Goal 10: Through district-provided support, LMHS encourage parental engagement in all campus operations throughout the year.

Performance Objective 1: Improve communication and collaboration throughout the school community with on-campus and off-campus meetings targeted at parents and guardians.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST.
Agendas/Sign-in sheets
Social Media posts
Flyers

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Significant progress needed.

Strategy 1 Details	Reviews			
Strategy 1: LMHS will establish a PTO to increase parent-teacher collaboration and communication. Strategy's Expected Result/Impact: Establish the foundation for a parent-teacher partnership and to open the lines of communication and trust between the campus and community. Staff Responsible for Monitoring: LMHS Administration LMHS Staff PTO TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I - \$2,400	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 11: LMHS will implement and promote the guaranteed and viable curriculum, provided by the District, to meet the needs of all students.

Performance Objective 1: LMHS staff will implement the district curriculum to the best of its' ability and to improve the overall academic achievement of our students.

High Priority

Evaluation Data Sources: Grade reports
EOC performance
CTE certification
IEP completion
Retention rates

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: On-going

Strategy 1 Details	Reviews			
Strategy 1: LMHS' instructional staff will develop and teach a scope and sequence inclusive of the TEKS, district curriculum and our students' academic abilities, EVERY day. Strategy's Expected Result/Impact: Scaffold learning and embed interventions and extensions in response to the child's learning needs. Staff Responsible for Monitoring: LMHS Instruction Staff LMHS Administrators TCISD C&I Department Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
6	1	1			\$500.00
8	1	1			\$600.00
11	1	1			\$1,000.00
Sub-Total					\$2,600.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$4,000.00
9	1	1			\$1,000.00
10	1	1			\$2,400.00
Sub-Total					\$7,400.00

Texas City Independent School District
Woodrow Wilson
2023-2024 Campus Improvement Plan



Mission Statement

Woodrow Wilson DAEP

The mission of the Woodrow Wilson DAEP is to provide an educational environment for all students that ensures academic growth, emotional well-being, and positive social behaviors.

–

Vision

Woodrow Wilson DAEP

Woodrow Wilson DAEP provides temporary schooling for a student who is separated from the regular campus for disciplinary reasons. The instructional goals are to help the student accept academic responsibility and to work to achieve at or above grade level expectations. The disciplinary goals are to assist the student in developing appropriate school behaviors, making beneficial choices, controlling anger, managing conflict and responding to authority.

–

Staff Beliefs

Woodrow Wilson DAEP

All staff members contribute to Woodrow Wilson DAEP's learning environment. We set the tone through our actions and attitudes towards other people and assigned tasks. We will demonstrate our continuous support and encouragement of students and each other in four important ways.

1. We will teach students the expectations for responsible behavior in all school environments by relating students' actions to our Classroom Management Action Plan.
We will encourage students to be responsible, to always try to do their best, to cooperate with others and to treat every one with dignity and respect.
2. We will provide positive feedback to students when they are meeting expectations and following the Classroom Management Action Plan.
3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
4. We will work as a team to solve behavior problems that are chronic and/or severe in nature.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Goals	9
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	9
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	13
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	16
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	19
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	23
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	25
Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.	33
Goal 8: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	37
Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	38
Goal 10: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	41
Goal 11: The District will provide support and encourage parental engagement at all campuses throughout the year.	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nearly 100% of the students at Woodrow Wilson are at risk students, and we also have a very high percentage of low socioeconomic students. Our demographics are constantly changing, but we usually have a high percentage of African American students followed by caucasian and hispanic.

Demographics Strengths

Our demographics have a diverse student enrollment, and are greatly supported by a strong administration. The staff has applied and been awarded multiple TCISD Foundations for the Future grants, which helps our low socioeconomic students. Furthermore, we have a very diverse staff that can better relate to our diverse population. Kagan strategies and the implementation of Visible Learning has also alleviated some of the engagement gaps we have had in the past.

Student Learning

Student Learning Summary

Given that a large number of students come to Woodrow Wilson are behind on their credits, our campus does a tremendous job getting students back on track. We heavily emphasize credit recovery programs with the use of Edgenuity. With our small class sizes, students are generally able to improve their grades during their placement. One of our main focuses is reducing recidivism, and last year our recidivism rate was below 10%. Kagan strategies and Visible learning has been implemented in every classroom.

Student Learning Strengths

Credit Recovery has been a huge strength for our campus since 2017. Recidivism has continued to trend downward, and student engagement has vastly improved since the implementation of Kagan and Visible Learning.

School Processes & Programs

School Processes & Programs Summary

Systems, procedures, and routines are consistent and reviewed frequently. Our leveled behavior system is analyzed and monitored frequently. Duty rosters are well planned, and students are never by themselves on our campus. Students are escorted to their classrooms using the transitional rooms that was implemented this school year. Furthermore, we also escort all students to the restroom. Every student who is placed at WW is required to participate in our Woodrow Wilson Orientation class via Edgenuity. Master schedule is well thought out to provide students and teachers with the best opportunity to receive effective instruction, and allow students time for credit recovery when needed. Transition rooms are also a huge part of decreasing bullying, fighting, and truancy.

School Processes & Programs Strengths

Scheduled meetings to share student concerns both academically and behaviorally. Duty rosters are well planned to assure that students are always with an escort. A diverse team has been built to better serve our diverse population. Students are required to bring a parent to orientation before they can enroll, which allows parents to be fully aware of our campus' expectations. Transitional rooms has significantly cut down bullying, truancy, and mutual combat. We also work closely with our SLO's to assure that every staff member and student arrives safely back to thier home on a daily basis.

Perceptions

Perceptions Summary

While Woodrow Wilson is an "alternative campus", our teachers strive to make sure that does not mean an "alternative education" for students who receive a placement. Our campus' focus on instruction is the same as any other campus, and our student's classroom grades tend to improve due to lower class sizes, and more one on one attention. Woodrow Wilson is an educational setting with punitive measures in place to encourage students to adjust and improve their behavior while in an academic setting. For many reasons, teachers have to work extra hard to establish relationships with students in order to keep them engaged. This year we have reimplemented Restorative Justice circles that we had in place prior to 2018-2019 school year due to us valuing positive teacher/student relationships. Woodrow Wilson believes that it is not the student's responsibility to adapt to the teacher's teaching style, it is ultimately the responsibility of the teacher to adapt their style to the student's learning capabilities.

Perceptions Strengths

Our teachers also participated in Visible Learning training that will equip them with the tools needed to engage ALL students. When teachers have good classroom management skills then they can help the students develop their talents, potential, and dreams. We will be implementing weekly community circles to help students learn how to establish healthy boundaries, communicate effectively, make meaningful agreements, take responsibility, hold themselves and others accountable and resolve conflict. In addition to our weekly circles, we will have weekly re-entry/exit circles where home campus administrators are encouraged to attend in an effort to help with transition.

We have successfully implemented a leveled system where students are required to complete a specific number of successful days at each of the three levels. Each student's behavior is reviewed each period on adhering to the dress code, consistent exhibition of positive social skills, continuously earning successful days, and academic effort. Finally, implementing Family Engagement Nights and teachers sending out weekly parent emails have vastly improved our reputation of connecting more with parents.

Priority Problem Statements

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024

3rd Grade Reading 28% to 40%







5th - 8th Grade Reading 34% to 46%











English I & English II 36% to 48%

Performance Objective 1: Improve the performance of all students in Reading by increasing meets performance by 2%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Kagan strategies into their lessons to improve on student engagement. Strategy's Expected Result/Impact: Student Engagement Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Visible Learning philosophies and thinking will be implemented campus wide to improve teacher and student clarity. Strategy's Expected Result/Impact: Student clarity Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Visible Learning style emails will be sent home weekly by teachers to parents updating them on their child's progress, as well as how parents can work with their child from home. Strategy's Expected Result/Impact: Family Engagement Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will regularly attend home campus PLC's to assure they are on pace with the home campuses, study data, and improve on teaching strategies. Strategy's Expected Result/Impact: Better STAAR/EOC scores Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024

3rd Grade Reading 28% to 40%










5th - 8th Grade Reading 34% to 46%











English I & English II 36% to 48%

Performance Objective 2: Students will increase their reading level by 1-3 grade levels (pending placement) while attending Woodrow Wilson.

HB3 Goal

Evaluation Data Sources: IXL, Renaissance, and/or Edgenuity

Strategy 1 Details	Reviews			
Strategy 1: Every student who enrolls into Woodrow Wilson will be given a pre-test to determine a baseline reading level. Strategy's Expected Result/Impact: Reading fluency and comprehension Staff Responsible for Monitoring: Computer lab teacher/administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: During intervention period, students who are not in need of credit recovery, will work on reading programs in IXL, Zearn, Sirius, or Edgenuity. Strategy's Expected Result/Impact: Reading fluency and comprehension Staff Responsible for Monitoring: Computer lab teacher/administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase reading fluency by having more "read aloud" time. All WW teachers will commit to incorporating reading across the curriculum, and they will offer a safe space for students to read aloud during all classes at least three times per week. These opportunities will be reflected in lesson plans. Strategy's Expected Result/Impact: Reading Fluency Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize WW Library as students will be more likely to read if they are offered choices. Each class will rotate through the WW Library on a weekly basis. Strategy's Expected Result/Impact: More reading engagement Staff Responsible for Monitoring: Teachers, Aides, Administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Attend PLC meetings at the home campuses on a regular basis Strategy's Expected Result/Impact: Engaging lessons, rigorous lessons, campus pacing, data desegregation, more effective instruction Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%







5th - 8th Grade Math 39% to 49%










Algebra I 41% to 51%








Performance Objective 1: Improve the performance of all students in Math by increasing meets performance by 2%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Strategy 1 Details	Reviews			
Strategy 1: Weekly calculator skill or basic math computation skill tutorials during homeroom for all students. Strategy's Expected Result/Impact: STAAR/EOC calculator questions, test taking strategies Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math teachers will have monthly meetings with parents and students to notify them where they are in regards to meeting the state standard. Strategy's Expected Result/Impact: By notifying parents and students what kind of progress they are making and setting goals, it will give more motivation and confidence to the student. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement Kagan strategies into their lessons to improve on student engagement. Strategy's Expected Result/Impact: Student Engagement Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Visible Learning philosophies and thinking will be implemented campus wide to improve teacher and student clarity. Strategy's Expected Result/Impact: Student and teacher clarity Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Visible Learning style emails will be sent home weekly by teachers to parents updating them on their child's progress, as well as how parents can work with their child from home. Strategy's Expected Result/Impact: Family Engagement Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Present and engaged in all PLC meetings at home campuses Strategy's Expected Result/Impact: Engaging lessons, rigorous lessons, campus pacing, data desegregation, more effective instruction Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase the CCMR indicator by 2% each school year.

HB3 Goal
Evaluation Data Sources: CCMR Indicators







Strategy 1 Details	Reviews			
Strategy 1: Identify interests of students during their placement, and then work with directors to get students placed in appropriate classes upon their release Strategy's Expected Result/Impact: CCMR Indicators Staff Responsible for Monitoring: Administrator, Counselor	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div>80%</div>	<div><div></div>85%</div>	<div><div></div>90%</div>	
<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: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 2: In the 2021-2022 school year, Woodrow Wilson enrolled 315 students. Out of those 315 students, 122 half credits were regained. While not every student needs credit recovery on our campus and some students earn more than one half-credit, the percentage enrollment to credits earned was 38%. It is WW's goal to increase this percentage to at least 40% in the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: Credits Earned










Strategy 1 Details	Reviews			
Strategy 1: Utilize RTI collaboration strategies to determine and meet each student's academic needs and goals. Strategy's Expected Result/Impact: Improve STAAR Scores, Recover Credits Staff Responsible for Monitoring: Administrator, counselor, credit recovery teacher TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Every student's transcript enrolling into Woodrow Wilson will be evaluated by both the principal and counselor to determine credit recovery needs. Strategy's Expected Result/Impact: Credits will be recovered Staff Responsible for Monitoring: Principal, Counselor, Credit Recovery Teacher TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
Strategy 3: Students who recovery a credit will have their name announced over the intercom, receive a star on Woodrow Wilson's "Wall of Fame, and be able to pick a snack prize from Mr. Jones' office. Strategy's Expected Result/Impact: More credits regained Staff Responsible for Monitoring: Principal, counselor, credit recovery teacher TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: Student performance on STAAR 3-8, and EOC assessments.





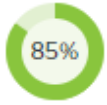




Strategy 1 Details	Reviews			
Strategy 1: Woodrow Wilson will focus on implementing lessons that appeal to a multi-cultural student population that will keep students engaged. Strategy's Expected Result/Impact: More engagement, better test scores Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Kagan strategies to assure a high percentage of students are engaged at all times. Strategy's Expected Result/Impact: More engagement, Better test scores Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Assure that Woodrow Wilson has an adequate number of SIOP trained teachers for ELL students. Strategy's Expected Result/Impact: Better test scores for ELL students Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Use Visible Learning style weekly emails to keep parents engaged in their students' education. Strategy's Expected Result/Impact: Family Engagement, Better test scores Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.













Evaluation Data Sources: Student performance

















Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Kagan strategies to assure a high percentage of students are engaged at all times. Strategy's Expected Result/Impact: More student engagement, Better test scores Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use Visible Learning style weekly emails to keep parents engaged in their students' education. Strategy's Expected Result/Impact: Family Engagement, Better Test Scores Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Assure that our campus has an adequate number of SIOP trained teachers for ELL students. Strategy's Expected Result/Impact: Better test scores for ELL students Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions







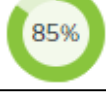
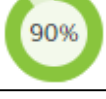
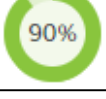
Strategy 1 Details	Reviews			
Strategy 1: Transition rooms will be put in place where students will only be allowed to transition to their next class one class at a time while being escorted by an administrator. Strategy's Expected Result/Impact: Less bullying, truancy, and mutual combat Staff Responsible for Monitoring: Administrators, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Training and implementation of the Navigation 360 app to lessen the time it takes to alert first responders of any type of emergency. Strategy's Expected Result/Impact: Improve safety of the campus, First Responder notification Staff Responsible for Monitoring: Administrators, teachers, security team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All students will go through metal detectors and be searched before entering the campus. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: All Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: With the assistance of TCISD's Emergency Management Specialist, Woodrow Wilson will conduct monthly safety drills. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: Security team, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 5 Details	Reviews			
Strategy 5: Utilize K9's to do campus spot checks. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: SLO's, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Students will be individually escorted to the restroom, and everywhere else in the building by a staff member. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Staff members will have access to all classrooms and offices with the use of their ID badges. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: TCISD Security team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Woodrow Wilson will structure a safe school environment through the use of analytic surveillance cameras. Strategy's Expected Result/Impact: Improve Campus Safety	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.













Strategy 1 Details	Reviews			
Strategy 1: Woodrow Wilson will operate under a leveled system. Students must earn successful days to earn their way to Level 3. Only Level 3 students will be eligible for release. Strategy's Expected Result/Impact: Better classroom management Staff Responsible for Monitoring: Teachers, Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: With the use of Class Dojo, students must earn a total of 45 points to earn a "successful day". Strategy's Expected Result/Impact: Better Classroom Management Staff Responsible for Monitoring: Administrators ,Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Restorative Justice "harm circles" and other RJ circles will be utilized for students who misbehave. Strategy's Expected Result/Impact: Better Classroom Management Staff Responsible for Monitoring: Counselor, Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Student of the week awards will be handed out every Friday, and also a student of the month. Students will be awarded either chips, snack cakes, or a full lunch. Strategy's Expected Result/Impact: Better Classroom Management Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Students will receive more support from a plethora of organizations, which will lead to better decision making and reduce recidivism numbers. Staff Responsible for Monitoring: Principal, AP, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills.

Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Strategy 1 Details	Reviews			
Strategy 1: Restorative Justice circles will be conducted 2-3 days per week. Strategy's Expected Result/Impact: Improve teacher/student connections, classroom management, decrease in number of office referrals, and CAP assignments Staff Responsible for Monitoring: Counselor, Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bay Area Council of Drugs and Alcohol (BACODA) will counsel students in a large group once per month. Strategy's Expected Result/Impact: Decrease in drug, tobacco, and alcohol use, as well as appropriate decision making Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Restorative Justice "harm circles" and other RJ circles will be utilized for students who misbehave or have conflicts with other students. Strategy's Expected Result/Impact: Self Awareness, Decision Making Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Students will receive more support from a plethora of organizations, which will lead to better decision making and reduce recidivism numbers. Staff Responsible for Monitoring: Principal, AP ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Address the individual needs and talents of students through Fine Arts.













Evaluation Data Sources: Number of state and national performance opportunities.








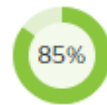
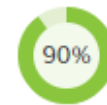




Strategy 1 Details	Reviews			
Strategy 1: Students will have one on one meetings with our counselor to search for students with interest in Fine Arts. Strategy's Expected Result/Impact: Number of state and national performance opportunities.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 80%	<div><div></div></div> 85%	<div><div></div></div> 90%	
Strategy 2 Details	Reviews			
Strategy 2: Contact Fine Art directors for students who show interest in their program upon their release. Strategy's Expected Result/Impact: Number of state and national performance opportunities.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 70%	<div><div></div></div> 75%	<div><div></div></div> 85%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy dockets.











Strategy 1 Details	Reviews			
Strategy 1: Daily phone call when student is absent Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Administrator, Secretary	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Home visits to students with very poor attendance Strategy's Expected Result/Impact: Improve Attendance Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Innovative scheduling which will enable students to recover credits via Edgenuity Strategy's Expected Result/Impact: Graduation rates, credit recovery Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Credit Races for prizes (students compete to see who can earn credits the fastest) Strategy's Expected Result/Impact: Credit recovery, graduation rate Staff Responsible for Monitoring: Credit recovery teacher, Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Attendance BIPS for students exhibiting poor attendance Strategy's Expected Result/Impact: Improvement on Attendance Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Public acknowledgement and prizes for students who earn credits while attending Woodrow Wilson Strategy's Expected Result/Impact: Credit Recovery, Graduation Rate Staff Responsible for Monitoring: Credit Recovery Teacher, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Extra support and more mentors will reduce recidivism and improve graduation rates Staff Responsible for Monitoring: Counselor, AP, Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 5: Assist students in the identification of individual interests and skills.














Evaluation Data Sources: Increased participation, course selection and interest surveys

Strategy 1 Details	Reviews			
Strategy 1: Exit/Release meetings will occur weekly where coaches, sponsors, and other organization leaders will be invited to attend. Strategy's Expected Result/Impact: Graduation rates, attendance rates, increased participation Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Level 3 students will have an opportunity to visit the ITC building and meet with the ITC director. Strategy's Expected Result/Impact: Graduation rates, attendance rates, increased participation in extracurricular activities Staff Responsible for Monitoring: Administrators, counselors	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Entry meeting with counselor, as well as exit meetings with counselors to discuss interests. Strategy's Expected Result/Impact: Graduation rates, attendance rates, increased participation in extracurricular activities Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 1: Develop and implement intervention strategies to address student compliance.

















Evaluation Data Sources: Decrease number of discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: Restorative Justice "harm circles" will be utilized for minor behavior offenses Strategy's Expected Result/Impact: Decrease number of discipline referrals. Staff Responsible for Monitoring: Administrators, counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly Restorative Justice circles will be conducted 2-3 times per week Strategy's Expected Result/Impact: Teacher/Student positive relationships, decrease in discipline referrals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Cool down rooms Strategy's Expected Result/Impact: Decrease number of discipline referrals Staff Responsible for Monitoring: Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 2: Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.













Evaluation Data Sources: Behavior data tracking and behavior plans









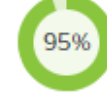




Strategy 1 Details	Reviews			
Strategy 1: Cool Down Rooms Strategy's Expected Result/Impact: Less referrals for at-risk students Staff Responsible for Monitoring: SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counseling sessions for students who are trending in the negative direction Strategy's Expected Result/Impact: Less referrals for at-risk students Staff Responsible for Monitoring: Administrators, Counselor, SpEd staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: SpEd staff or Administrators will attend a large majority of MDR's on home campuses before student is placed at Woodrow Wilson Strategy's Expected Result/Impact: Less referrals for at-risk/SpEd students Staff Responsible for Monitoring: SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Revision ARD's will be conducted if a SpEd or 504 student is struggling to adjust to Woodrow Wilson rules and procedures Strategy's Expected Result/Impact: Less referrals for at-risk/SpEd students Staff Responsible for Monitoring: SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 3: Last year Woodrow Wilson enrolled 464 students with 82 of those students returning with a second or third placement. The recidivism rate for the 2022-2023 school year was 17.7%. For the 2023-2024 school year, Woodrow Wilson's recidivism goal will be 15%.

Evaluation Data Sources: Monthly Recidivism Reports, PEIMS Data











Strategy 1 Details	Reviews			
Strategy 1: Weekly RJ Circles 2-3 times per week- Students are more successful when they can develop positive relationships with their teachers Strategy's Expected Result/Impact: Reduction in Recidivism, Teacher/Student Relationships Staff Responsible for Monitoring: Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RJ Exit /Release Circles- Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Family Engagement Nights with BACODA Strategy's Expected Result/Impact: Reduction in Recidivism, Family Engagement Staff Responsible for Monitoring: Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: An emphasis on credit recovery for students who are at-risk Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Counselor, Administrator, Credit Recovery Teacher	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Help students find an extra curricular activity or after school program when they are released Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Home Campus Visits Strategy's Expected Result/Impact: Reduction in Recidivism Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize the services of Community in Schools and Gulf Coast for extra support Strategy's Expected Result/Impact: Extra support and more mentors will reduce recidivism and improve graduation rates Staff Responsible for Monitoring: Principal, AP, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.











Evaluation Data Sources: Successful implementation of the use of technology.

Strategy 1 Details	Reviews			
Strategy 1: Keep in close contact with security team for campus security needs Strategy's Expected Result/Impact: Successful implementation of the use of technology. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide office space in order to house technology staff member on a daily basis. Strategy's Expected Result/Impact: Successful implementation of the use of technology. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.








Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details	Reviews			
Strategy 1: Model Kagan strategies during Extended Wednesday Meetings Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Be present and engaged at PLC meetings regularly on the home campuses Strategy's Expected Result/Impact: Effective teaching, data desegregation, collaboration, content knowledge Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization.












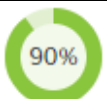




Evaluation Data Sources: Variety of personnel involved in collaboration.

Strategy 1 Details	Reviews			
Strategy 1: Develop committees over a variety of areas that will contribute in the decision making process. Strategy's Expected Result/Impact: Teacher buy in, campus climate Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 9: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Recruit and retain high quality and highly effective staff.











Evaluation Data Sources: Increased retention rate

Strategy 1 Details	Reviews			
Strategy 1: Administrators will recruit through virtual and face to face job fairs. Strategy's Expected Result/Impact: Attract qualified teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Throwdown Thursdays once per month where teachers will be treated to lunch and a jeans day. Strategy's Expected Result/Impact: Teacher retainment Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Recognize and reward teachers with lunches, gift cards, and other prizes for exceeding expectations. Strategy's Expected Result/Impact: Retaining teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide and strongly encourage adequate PD throughout the schoolyear Strategy's Expected Result/Impact: Retain Teachers, Improved instruction Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.







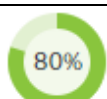
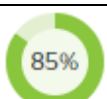

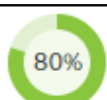
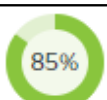
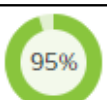
Performance Objective 1: Improve communication and collaboration throughout the school community.








Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement Night once per month with Bay Area Council on Drugs and Alcohol (BACODA) where parents will be educated on the warning signs and dangers of substance abuse. Strategy's Expected Result/Impact: Family Engagement, Community Connections with students Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Canned food drive for the Galveston County Food Bank for Thanksgiving and Christmas. Strategy's Expected Result/Impact: Community Outreach Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Adopt a student program for Christmas Strategy's Expected Result/Impact: Community Outreach Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement Night once per month with Bay Area Council on Drugs and Alcohol (BACODA) where parents will be educated on the warning signs and dangers of substance abuse. Strategy's Expected Result/Impact: More family engagement Staff Responsible for Monitoring: Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use Visible Learning style weekly emails to keep parents engaged in their students' education, and allow parents to know... "What their student is learning" "How are they learning it" "How can parent help out with the learning at home" Strategy's Expected Result/Impact: Family engagement, improved grades, improved test scores Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Weekly callouts via School Messenger that will highlight Woodrow Wilson's weekly events, and show ways parents can be more involved in their students' education. Strategy's Expected Result/Impact: Family Engagement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Parent/teacher conferences through district calendar, and upon request Strategy's Expected Result/Impact: Family Engagement, Improved Grades, Improved Test Scores Staff Responsible for Monitoring: Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize the services of CIS and Gulf Coast for extra support for our students. Strategy's Expected Result/Impact: Extra support and more mentors will reduce recidivism and improve graduation rates Staff Responsible for Monitoring: Counselor, AP, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Texas City Independent School District
Blocker Middle School
2023-2024 Campus Improvement Plan

Accountability Rating: D



Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

Vision

At Blocker, we will operate with a sense of urgency to ensure:

(1a) ALL students are provided a safe social emotional learning environment.

(1b) We will ensure that EVERY scholar is continuously progressing by at least a full academic year (at the minimum).

Value Statement

DISTRICT BELIEFS

- Every decision should be based upon what is best for students.
- High expectations should be maintained for all employees and students.
- High quality instruction should be delivered in an engaging manner.

Table of Contents

Goals	4
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	4

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	7
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	10
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	12
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	14
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	16
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	18
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	19
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	21
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	23
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	24





Goals

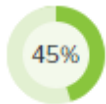



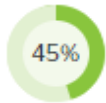







Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.



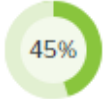





- 3rd Grade Reading 28% to 40%
- 5th - 8th Grade Reading 34% to 46%
- English I & English II 36% to 48%

Performance Objective 1: The percentage of students that score meets on the 7th Grade STAAR Reading will increase 5% from 37% to 42%.

- Evaluation Data Sources:** 2024 STAAR Reading Test
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** The percentage of students that score meets on the 7th Grade STAAR Reading will increase 5% from 41% to 46%.

Strategy 1 Details	Reviews			
Strategy 1: During common planning times, teachers will focus on the four critical questions of an effective PLC. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then plan instruction accordingly. Strategy's Expected Result/Impact: Increased reading fluency, comprehension and test scores. Staff Responsible for Monitoring: Instructional Specialist/Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria, then giving students intentional and deliberate feedback. Strategy's Expected Result/Impact: Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill which will increase academic performance. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: The Learning Pit will be taught and reviewed, so students will remember that the greatest learning occurs when we are in the bottom of the "pit" and don't give up! Students will be taught positive dispositions of a great learner. Strategy's Expected Result/Impact: Lessen the number of students who give up when learning is hard in turn increasing academic performance. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Teachers will review common formative assessments the next school day after students complete the test and plan accordingly. Strategy's Expected Result/Impact: Correct students misconceptions sooner than later and increase academic performance. Staff Responsible for Monitoring: Teachers/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement the use of Kagan structures/Lead4Ward activities in their daily teaching to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interactions and learning. Strategy's Expected Result/Impact: Increased student engagement which will in turn increase student performance. Staff Responsible for Monitoring: Administrators/Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

- 3rd Grade Math 35% to 45%
- 5th - 8th Grade Math 39% to 49%
- Algebra I 41% to 51%





Performance Objective 1: On the 2024, 7th & 8th grade Math STAAR Test, scores will increase 10% in the Approaches category.











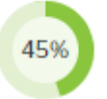

- 7th grade from 39%-49%
- 8th grade from 63%-73%






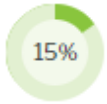










Evaluation Data Sources: 2024 STAAR Math Test

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: On the 2024, 7th & 8th grade Math STAAR Test, scores will increase 10% in the Approaches category. 7th grade from 39%-49% 8th grade from 63%-73%

Strategy 1 Details	Reviews			
Strategy 1: During common planning times, teachers will focus on the four critical questions of an effective PLC. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then plan instruction accordingly. Strategy's Expected Result/Impact: Increase teacher clarity on what needs to be taught, retaught or offered extension lessons. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria then giving students intentional and deliberate feedback. Strategy's Expected Result/Impact: Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The Learning Pit will be taught and reviewed, so students will remember that the greatest learning occurs when we are in the bottom of the "pit" and don't give up! Students will be taught positive dispositions of a great learner. Strategy's Expected Result/Impact: Lessen the number of students who give up when learning is hard in turn increasing academic performance. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement the use of Kagan structures and Lead4ward activities in their daily teaching to to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. Strategy's Expected Result/Impact: Increased student engagement which will in turn increase student performance. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Students have access to ZEARN and Sirius online platforms to use during 30 minute intervention time to support math instruction. Teachers can assign low performing TEKS to students as needed. Strategy's Expected Result/Impact: Increase math understanding/increase math STAAR scores Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Math Instructional Specialist will coach math teachers in the classroom as the need arises. Strategy's Expected Result/Impact: Increase teacher capacity Staff Responsible for Monitoring: Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Math Interventionist will push in and assist math classrooms and pull out students. Strategy's Expected Result/Impact: Increase capacity of teacher and improve students' learning of math. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				










Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase students' awareness of colleges, careers and the military.

Evaluation Data Sources: End of Year Survey

Summative Evaluation: Met Objective

Next Year's Recommendation: Increase students' awareness of colleges, careers and the military.

Strategy 1 Details	Reviews			
Strategy 1: All 8th graders will be enrolled in AVID or College and Career. Strategy's Expected Result/Impact: Increase student interest and knowledge in college, different careers and the military. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold a Career Fair for all 8th graders. Strategy's Expected Result/Impact: Increase awareness of different career paths offered at the high school level. Staff Responsible for Monitoring: Counselors/CTE TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Community business workers, military recruiters and parents will be invited to campus classrooms to share information about their careers. Strategy's Expected Result/Impact: Increase students awareness of the different types of careers Staff Responsible for Monitoring: Teachers/Instructional Specialist TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		





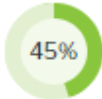



Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.





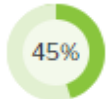

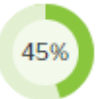





Performance Objective 1: Compared to state standards, Blocker will close the learning gap and increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: 2024 STAAR Test

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Compared to state standards, Blocker will close the learning gap and increase the performance of each student group to meet or exceed established targets.

Strategy 1 Details	Reviews			
Strategy 1: Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria and then giving students intentional and deliberate feedback. Strategy's Expected Result/Impact: Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: After school tutorials are available to all students who are struggling. Strategy's Expected Result/Impact: Close learning gaps for under performing student groups. Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: During common planning times, teachers will focus on the four critical questions of an effective PLC. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then, plan instruction accordingly. Strategy's Expected Result/Impact: More direct instruction that is planned out in advance for students who do not learn the content tested. Staff Responsible for Monitoring: Teachers/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement the use of Kagan structures and Lead4Ward activities in their daily teaching to to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. Strategy's Expected Result/Impact: Increased student engagement which will in turn increase student performance. Staff Responsible for Monitoring: Administrators/Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

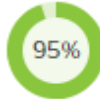











Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.













Performance Objective 1: Blocker Campus will maintain a safe and secure campus for all stakeholders.

Evaluation Data Sources: Safety Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Blocker Campus will maintain a safe and secure campus for all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: All staff will be trained and use Navigate 360 to activate any emergencies and/or drills and to check in students/staff in emergency situations. All staff members will participate in safety drills and training to familiarize themselves with the TCISD Emergency Response Protocol and the Navigate Prepared 360 App. All classrooms are equipped with a flip book and class rosters to use in the event of an emergency. Strategy's Expected Result/Impact: Create a safer school. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hall monitors and deputies will check all exterior doors and turn in an audit to Safety and Security Department during the school year. Strategy's Expected Result/Impact: Safe campus ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All visitors will have to show a state issued ID and will be checked by our Raptor System in order to receive a visitor's badge. All students will wear a school issued ID or a temporary badge. Strategy's Expected Result/Impact: No unauthorized visitors will be able to move about the campus without being immediately escorted to the front office. Staff Responsible for Monitoring: Front office registrar/secretary, deputy, and all staff members	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Teachers/Staff will practice using Teacher Lock system in the event of a lockdown to create an extra layer of safety. Strategy's Expected Result/Impact: Increased safety and security Staff Responsible for Monitoring: Teachers/Administration/Deputies ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Blocker campus has been trained on if you See Something, Say Something. Students and staff have access to the anonymous P3 reporting system. Strategy's Expected Result/Impact: Increase safety at Blocker. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

















Performance Objective 1: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed.

Evaluation Data Sources: Discipline records (reduced number of ISS/OSS/DAEP assignments)

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed.

Strategy 1 Details	Reviews			
Strategy 1: Blocker has a SEL Counselor available to students on Monday, Wednesday and every other Friday. Our other two counselor also meet with students who are having difficulty socializing with others. Strategy's Expected Result/Impact: Decrease number of office referrals for drama type referrals. Reduce the number of fights at Blocker. Staff Responsible for Monitoring: Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communities in Schools will meet with groups or individual students as needed to meet their needs and program requirements. Strategy's Expected Result/Impact: Decrease in office referral for fights and drama type referrals. Students feel supported and build their self-esteem and self-efficacy. Staff Responsible for Monitoring: CIS/Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Resolve It Counselor will routinely meet with students recommended and who qualify for the program. Strategy's Expected Result/Impact: Students self-esteem and coping skills will improve. Staff Responsible for Monitoring: Counselors and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus will implement PBIS this year with common language of Respectful, Responsible, and Safe. Expectation posters will be visible throughout the building and staff will hold students accountable to meeting those expectations. Strategy's Expected Result/Impact: Students will understand that the expectations are the same throughout the building and create a positive culture. Staff Responsible for Monitoring: All staff members TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Daily SEL lessons will be shared on the Promethean Board during 4th period. This will occur everyday for the first four weeks. Afterwards, SEL lessons will be conducted once a week. Strategy's Expected Result/Impact: Decrease in office referrals. Staff Responsible for Monitoring: Counselors. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





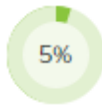







Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: All core classrooms will have class sets of laptops and chargers, so students can access an online grade specific program to enhance their education.

Evaluation Data Sources: Technology Inventory.

Summative Evaluation: Met Objective

Next Year's Recommendation: All core classrooms will have class sets of laptops and chargers, so students can access an online grade specific program to enhance their education, and elective classes will have laptop carts available to check out from the library.

Strategy 1 Details	Reviews			
Strategy 1: During a daily 30 minute intervention time, students will use their classroom laptop to access Zearn or Sirius to support their math, reading, science, social studies curriculum. Strategy's Expected Result/Impact: Increase academic scores. Staff Responsible for Monitoring: Teachers/Instructional Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with Justin Tucker, district's technology instructional specialist when the need arises for additional training. Strategy's Expected Result/Impact: Increase teachers tech capacity on how to integrate technology Staff Responsible for Monitoring: Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

















Performance Objective 1: Blocker will retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of our students.

Evaluation Data Sources: Employee Records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Blocker will retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of our students.

Strategy 1 Details	Reviews			
Strategy 1: Offer support through common planning times, teacher to teacher observations and modeling by our instructional specialist. Strategy's Expected Result/Impact: Increase new teacher's capacity and decrease anxiety and stress. Staff Responsible for Monitoring: Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers/staff are encouraged to make appointments toward the end of the day and not docked a 1/2 day if we are able to cover their classrooms. Strategy's Expected Result/Impact: Retain highly qualified teachers and decrease loss of learning. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Improve the culture and feeling of "I'm part of the Blocker Team, the campus will have Food Truck Fridays, Throw Down Thursday, treats at weekly faculty meetings and a treat cart that will visit teachers' classrooms. Strategy's Expected Result/Impact: Improve staff morale Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: New to the profession teachers will be assigned a mentor. Strategy's Expected Result/Impact: Improve new teachers with a support system and improve their capacity to deliver effective lessons. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Classroom teachers receive \$150.00 to spend as they need for start up supplies. Strategy's Expected Result/Impact: Teachers feeling supported. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.









Performance Objective 1: Blocker administrative team will maintain a positive image with all stakeholder groups throughout the community.

Evaluation Data Sources: Calendar of Events

Summative Evaluation: Met Objective

Next Year's Recommendation: Blocker administrative team will maintain a positive image with all stakeholder groups throughout the community.

Strategy 1 Details	Reviews			
Strategy 1: Blocker administrators have a great partnership with Community in Schools to address supports needed for our youth at risk. Strategy's Expected Result/Impact: Surround students with a community of support empowering them to stay in school and achieve in life. Staff Responsible for Monitoring: Counselors/Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Blocker partners with Houston Food Bank's Backpack Buddy Program. Strategy's Expected Result/Impact: Students will feel supported. Staff Responsible for Monitoring: Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Blocker Administrators participate in all city wide events. Strategy's Expected Result/Impact: Maintain a positive image throughout the community Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

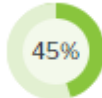











Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Blocker will provide support and encourage parental engagement throughout the school year.

Evaluation Data Sources: Blocker Calendar

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Blocker will provide support and encourage parental engagement throughout the school year.

Strategy 1 Details	Reviews			
Strategy 1: Blocker will host Supply Drop Off/Meet the Teacher which will include a Parent/Student Assembly to discuss expectations/policy-procedures, Open House, National Junior Honor Society Induction, Choir Concerts, Band Concerts, Award Ceremonies, Athletic Events, and Parent Teacher Conferences. Strategy's Expected Result/Impact: Increase parent involvement in their child's education Staff Responsible for Monitoring: Administration Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Blocker will communicate all events to parents through Skyalert and Facebook to increase parent attendance at school events Strategy's Expected Result/Impact: Increase parental engagement. Staff Responsible for Monitoring: Administrators. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

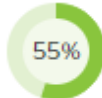











Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Blocker will follow TCISD's scope and sequence and YAG documents to meet the needs of all students.

Evaluation Data Sources: Lesson Plans and discussions during collaborative team planning

Summative Evaluation: Met Objective

Next Year's Recommendation: Blocker will follow TCISD's scope and sequence and YAG documents to meet the needs of all students.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will write lesson plans based on the district curriculum and include differentiation to meet their students needs. Teachers will then execute their lesson plans. Strategy's Expected Result/Impact: Increase teacher preparation to benefits the needs of their students. Staff Responsible for Monitoring: Administration/Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will attend their weekly PLC meeting with the specialist and participate in curriculum and data discussions. Strategy's Expected Result/Impact: Student achievement and learning will increase. Staff Responsible for Monitoring: Teachers, specialist, and administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

Giles Middle School

2023-2024 Campus Improvement Plan



Mission Statement

Sarah Giles Middle School is dedicated to creating opportunities for success for all students through maintaining high expectations of quality instruction and data-driven decisions in a culture of collaboration.

Vision

Sarah Giles Middle School staff, students, and parents work together to facilitate learning for all students in a culture of collaboration with a focus on results using schoolwide approaches to ensure student success.

Core Beliefs

SGMS Core Values: Our Actions

- Learners Leading Learners
- Collaboration Instead of Isolation
- Data Drives Decisions
- Consistency Counts

SGMS Beliefs: Our Thoughts

- Yes, We Can!
- All Students Can Learn
- Success Breeds Success
- Students First!
- Celebrate the Wins

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	13
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	15
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	17
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	18
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	24
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	28
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	34
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	35
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	39
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	40
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	41
Campus Funding Summary	43

Comprehensive Needs Assessment

Demographics

Demographics Summary

	Black	White	Hispanic	Total
6th Grade	89	16	60	175
7th Grade	91	10	65	178
8th Grade	94	13	64	184
	51%	7%	35%	

After viewing campus data and surveys, we found that due to the percentage of economically disadvantage students the staff must consistently communicate with the students, staff, parents and community through different platforms (social media and traditional methods).

- Parent Survey – The number of parents that completed the survey is considerably low. Parents agree that there was communication from the school. The comments do not seem to reflect the survey. The comments reflect that there is a lack of communication from the school.
- Student Survey – Student's responses reflect that they are academically supported, but when it comes to peer relationships they are not satisfied.
- Students are considerably low academically.
- TAPR – Large number of students (93%) are economically disadvantaged

Demographics Strengths

- Teachers are aware of the challenges that the students and families we serve face.
- The staff acknowledges that the delivery of lessons must be more engaging and purposeful.
- Utilization of the Cadres: Communication, Standards, C & I, Climate, and Technology
- Shared Leadership Opportunities
- PLC Meetings held consistently
- Focused on the growth of Individual students, teachers, and administrators
- Emphasize and support Teacher Clarity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Giles Middle School students are performing two or more years below grade level. **Root Cause:** Giles Middle School students lack fundamental basic knowledge, which could be attributed to a lack of vertical alignment in the curriculum, and elements of poverty impacting student learning.

Student Learning

Student Learning Summary

2023 STAAR Data

8th Grade	Subject	Total Tested	Did Not Meet	Percent	7th Grade	Subject	Total Tested	Did Not Meet	Percent	6th Grade	Subject	Total Tested	Did Not Meet	Percent
	Math	157	79	50%		Math	167	64	38%		Math	140	51	36%
	Math Sped	28	25	89%		Math Sped	37	27	73%		Math Sped	38	26	68%
	Math ELL	25	12	48%		Math ELL	26	15	58%		Math ELL	25	9	36%
	Math A.A.	77	51	66%		Math A.A.	83	41	49%		Math A.A.	73	29	40%
	Math W.	11	5	45%		Math W.	9	3	33%		Math W.	14	4	29%
	Math H.	59	31	53%		Math H.	63	29	46%		Math H.	46	16	35%
	Math 2 Races.	10	7	70%		Math 2 Races.	9	3	33%		Math 2 Races.	7	2	29%
						Math A.I/A.N	3	1						
8th Grade	Reading	170	86	51%	7th Grade	Reading	167	67	40%	6th Grade	Reading	140	56	40%
	Reading Sped	29	26	90%		Reading Sped	38	30	79%		Reading Sped	38	29	76%
	Reading ELL	28	12	43%		Reading ELL	26	11	42%		Reading ELL	25	12	48%
	Reading A.A	84	48	57%		Reading A.A	82	42	51%		Reading A.A	73	30	41%
	Reading W.	12	1	8%		Reading W.	10	3	30%		Reading W.	14	3	21%
	Reading H.	63	30	48%		Reading H.	63	27	43%		Reading H.	46	21	46%
	Reading 2 Races.	11	7	64%		Reading 2 Races.	9	4	44%		Reading 2 Races.	7	2	29%
						Reading A.I/A.N	3	3	100%					

- The majority are performing two or more grade levels below expectations.
- 75% of students read at 4th grade level or lower

Student Learning Strengths

- Evidence of student growth
- 6th - 8th grade growth evident in Reading
- 7th grade Math competitive with district average score
- Significant increase in 8th grade Math scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The lack of foundational learning directly correlates to the lack of grade level learning. **Root Cause:** Multiple factors have affected students learning, including but not limited to: team planning, effective teachers with classroom management strategies, teacher attendance, and lack of technological resources and trainings.

School Processes & Programs

School Processes & Programs Summary

Some of the issues located in the campus report that the staff agree with are:

1. Difference in consequences for students that commit the same offense.
2. Lack of staffing and the quality of the teachers that are hired.
3. Special Education and ESL is understaffed.

School Processes & Programs Strengths

A great majority of the teachers care about the students and community. We want to make sure that the staff that is hired is not only concerned with teaching student about content, but also teaching students how to be amazing citizens.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The teacher's need the capacity to do more than teach content. Also be involved in the community to promote change with parent involvement being the key to having pride in Giles Middle School and the La Marque, Texas community. **Root Cause:** The lack of parent and community involvement in the different aspects of the school that service the children in the La Marque feeder pattern.

Perceptions

Perceptions Summary

- Based on review of the campus improvement plan, we found to be our campus to be doing well in following through in most of the steps/goals in trying to take steps to follow the campus improvement plan (utilizing Kagan coaching, providing clubs for behavior accountability, utilizing WWE, PAWS, PLC, Sunday Shine, etc.)
- Based on review of the staff survey, we found that there are a lot of mixed feelings about various aspects of the school. Most of--if not all—the questions/prompts had a range of answers consisting of all the available options (Strongly agree, Agree, Neither agree or disagree, Disagree, and Strongly disagree).
- Staff survey indicates that the approximately 50% of the staff feels that administrators are approachable and have a clear understanding of their roles and responsibilities. Adequate systems are in place for identifying students that are academically challenged and need additional supports to be successful in and out of the class.
- 95% of the staff lack experiences in shared leadership and responsibilities. There are 213 students who read at 4th grade level or lower. There is no actual reading intervention plan (RTI) in place currently. Therefore, students may not grasp content and therefore become behavior problems. Last minute notice for meetings, assignments, and a lack of follow through from admin

Perceptions Strengths

- Campus being on the same page as the district mission for preparing students- 62% (24/39) of staff surveyed agree or strongly agree with that statement.
- Staff finding their work engaging and worthwhile- 79% (31/39) of staff agree (18/39) or strongly agree (13/39) with that statement
- Campus administrators having expertise on curriculum, instructional research, and teaching practices- 66.7% (26/39) of staff agree or strongly agree with that statement, and no one strongly disagreed with the statement.
- Staff cohesiveness is visible within grade levels and teams. Campus Improvement Plan was adhered to as much as possible. Based on the survey, teachers demonstrate expertise and knowledge regarding curriculum, educational research, and effective teaching practices and that is acknowledged by administrators.
- PLC Meetings

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for the campus is correcting discipline/misbehaviors and the consistency of implementation of consequences for misbehavior.

Root Cause: The enforcement of discipline must be consistently practiced schoolwide.

Priority Problem Statements

Problem Statement 1: Giles Middle School students are performing two or more years below grade level.

Root Cause 1: Giles Middle School students lack fundamental basic knowledge, which could be attributed to a lack of vertical alignment in the curriculum, and elements of poverty impacting student learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for the campus is correcting discipline/misbehaviors and the consistency of implementation of consequences for misbehavior.

Root Cause 2: The enforcement of discipline must be consistently practiced schoolwide.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The teacher's need the capacity to do more than teach content. Also be involved in the community to promote change with parent involvement being the key to having pride in Giles Middle School and the La Marque, Texas community.

Root Cause 3: The lack of parent and community involvement in the different aspects of the school that service the children in the La Marque feeder pattern.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The lack of foundational learning directly correlates to the lack of grade level learning.

Root Cause 4: Multiple factors have affected students learning, including but not limited to: team planning, effective teachers with classroom management strategies, teacher attendance, and lack of technological resources and trainings.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data





Goals









Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

- 3rd Grade Reading 28% to 40%
- 5th - 8th Grade Reading 34% to 46%
- English I & English II 36% to 48%

Performance Objective 1: Improve the performance in Reading by increasing meets by 10%.

- Evaluation Data Sources:** STAAR Reading 6-8
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue working to make progress toward the goal

Strategy 1 Details	Reviews			
Strategy 1: ELA Teachers will attend PLC meetings twice a week to boost quality, targeted instruction through identifying Essential Standards. Strategy's Expected Result/Impact: Assist teachers in building their content capacity, which positively impacts their ability to effectively teach students essential skills. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Giles intervention program, WWE (We Will Excel), will be provided during the instructional day. The program will address Targeted Reading support for the following groups: African American, Hispanic, White, Economically Disadvantaged, and EL.</p> <p>Strategy's Expected Result/Impact: Increased understanding and mastery of the on-grade level TEKS.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%









Performance Objective 1: Improve the performance in Math by increasing meets by 10%.

Evaluation Data Sources: STAAR Math 6-8

Algebra I EOC

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue working towards progress



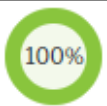
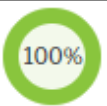








Strategy 1 Details	Reviews			
Strategy 1: Math teachers will attend PLC meetings twice a week to boost quality, targeted instruction through identifying Essential Standards. Strategy's Expected Result/Impact: Assist teacher in building their content capacity, which positively impacts their ability to effectively teacher students essential skills. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Giles intervention program, WWE (We Will Excel), will be provided during the instructional day. The program will address Targeted Math support for the following groups: African American, Hispanic, White, Economically Disadvantaged, and EL Strategy's Expected Result/Impact: Increased understanding and mastery of the on-grade level TEKS. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase CCMR indicator by 2% each school year.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue making progress towards goal

Strategy 1 Details	Reviews			
Strategy 1: Giles Middle School will begin year 3 of AVID (Advancement Via Individual Determination), which targets first generation college students and provides instructional support for core and elective teachers. Strategy's Expected Result/Impact: Expose 7th and 8th grade students to effective study skills, advanced level courses, as well as college, career, and military opportunities. Staff Responsible for Monitoring: Principal Dean of Student Support AVID Elective Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 8th Grade Students will take Career Explorations, which is a semester course. Strategy's Expected Result/Impact: Expose 8th grade students to effective study skills, advanced level courses, as well as college, career, and military opportunities Staff Responsible for Monitoring: Principal 8th Grade Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

- Evaluation Data Sources: STAAR 6-8
EOC Assessments
- Summative Evaluation: Significant progress made toward meeting Objective
- Next Year's Recommendation: Continue progress toward goal






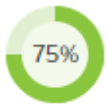


Strategy 1 Details	Reviews			
Strategy 1: Building Essential Standards: 5 per content area per semesters, With Learning Intentions and Success Criteria. Strategy's Expected Result/Impact: Students will learn essential skills in the core content areas. Staff Responsible for Monitoring: Campus Administrators and Core Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div>50%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
<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: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: Strategically develop instruction for targeted populations including economically disadvantaged, special education, Hispanic, White, English Learners and African American students.

Evaluation Data Sources: STAAR 6-8
EOC Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for practice and repetition Strategy's Expected Result/Impact: Increase proficiency of essential skills Administrator walkthroughs that provide effective feedback Staff Responsible for Monitoring: Campus Administrators and Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Consistent Teacher Clarity support and training Strategy's Expected Result/Impact: Increase proficiency of essential skills Administrator walkthroughs that provide effective feedback Provide students with a visible ladder of success Staff Responsible for Monitoring: Campus Administrators and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide training and support to increase student engagement Strategy's Expected Result/Impact: Increase proficiency of essential skills Administrator walkthroughs that provide effective feedback Provide students with a visible ladder of success Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Quarterly data review meetings with the Special Ed dept. Strategy's Expected Result/Impact: Effectively provide interventions and support to SpEd students and staff. Staff Responsible for Monitoring: Principal & Dean of Student Support	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.






Performance Objective 3: By the end of the 23-24 school year, 85% all tests taken will meet the STAAR growth measure that indicates one year of growth.













Evaluation Data Sources: STAAR 6-8
EOC Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue progress toward goal

Strategy 1 Details	Reviews			
Strategy 1: Continued development to build teacher and leadership capacity Strategy's Expected Result/Impact: Learning Intentions and Success Criteria are built during PLC LI and SC must be submitted to Principal and Dean for approval prior to use Walkthroughs will provide feedback on the use of EL and SpEd support Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement effective MTSS strategies Strategy's Expected Result/Impact: RtI Committee will meet every three weeks to review attendance, academic, and discipline data Committee will assist in planning targeted interventions Monitor and ensure the completion of failure ARDs Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Essential Standards will be taught using specific instructional methods and strategies. We will prescribe the "how to" for each essential standard. Strategy's Expected Result/Impact: Increased student achievement Classroom observations - Campus administrators are to complete a minimum of three walkthroughs per week All Formal Observations will be completed by 12-15-22 Review growth data by content in weekly ATeam and Instructional Meetings Staff Responsible for Monitoring: Campus Administrators and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Projected STAAR growth measure per student Strategy's Expected Result/Impact: Calculate growth measure for Reading and Math After each unit test, CBA, and benchmark, growth measures will be calculated and recorded Staff Responsible for Monitoring: Dean of Student Support, Specialists, and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	









Strategy 5 Details	Reviews			
Strategy 5: Built-in Intervention period, WWE (We Will Excel), will provide opportunities to build students on-grade level skills. Strategy's Expected Result/Impact: Students are drafted by teachers to attend interventions. Teachers select 12-15 per session. o Monday - Math Priority o Wednesday - ELA Priority o Students not drafted are allowed to attend their chosen club o Class lists are audited and maintained by the Dean of Student Support o Once students meet the exit criteria, they will be allowed to join the chosen club. o Draft is for a 6-week cycle Staff Responsible for Monitoring: Campus Administrators, Counselors, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize ACE 21st Century for intervention and enrichment opportunities Staff Responsible for Monitoring: Principal and Dean of Student Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Referrals, Incident Reports, and Event Participation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Schoolwide Discipline Management Plan Strategy's Expected Result/Impact: Effective policies and procedures that positively impact student behavior Staff Responsible for Monitoring: GMS Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Effective MTSS Strategies Strategy's Expected Result/Impact: RtI Committee will meet every three weeks to review attendance, academic, and discipline data Committee will assist in planning targeted interventions Monitor and ensure the completion of failure ARDs Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide training and support to increase student engagement through Kagan Coaching Strategy's Expected Result/Impact: Engaging classrooms that positively impact student achievement. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	<div>100%</div>	<div>100%</div>
<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 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.







Performance Objective 2: Provides opportunities for students to feel connected to and engaged with the campus.

High Priority

Evaluation Data Sources: Student surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal should be in place yearly.

Strategy 1 Details	Reviews			
Strategy 1: Provide grade-level t-shirts to each student to create a sense of belonging and comradeship. Strategy's Expected Result/Impact: Students will begin to take pride in representing the campus and their contribution to their grade level. Staff Responsible for Monitoring: Principal Grade-Level Leaders Title I: 2.6 Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Desired breakfast and snacks will be provided to each student in their testing room on test day. Strategy's Expected Result/Impact: Students will perform to the best of their ability having had a good meal. Staff Responsible for Monitoring: Principal CTC Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: Giles Middle School students are performing two or more years below grade level. **Root Cause:** Giles Middle School students lack fundamental basic knowledge, which could be attributed to a lack of vertical alignment in the curriculum, and elements of poverty impacting student learning.

Student Learning

Problem Statement 1: The lack of foundational learning directly correlates to the lack of grade level learning. **Root Cause:** Multiple factors have affected students learning, including but not limited to: team planning, effective teachers with classroom management strategies, teacher attendance, and lack of technological resources and trainings.

School Processes & Programs

Problem Statement 1: The teacher's need the capacity to do more than teach content. Also be involved in the community to promote change with parent involvement being the key to having pride in Giles Middle School and the La Marque, Texas community. **Root Cause:** The lack of parent and community involvement in the different aspects of the school that service the children in the La Marque feeder pattern.

Perceptions









Problem Statement 1: There is a need for the campus is correcting discipline/misbehaviors and the consistency of implementation of consequences for misbehavior. **Root Cause:** The enforcement of discipline must be consistently practiced schoolwide.

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Execute a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Referrals
ISS/OSS Placements
DAEP Assignments

Summative Evaluation: Met Objective







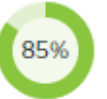





Strategy 1 Details	Reviews			
Strategy 1: Utilizing PAWS, the Standards Cadre will use the PBIS Model to successfully execute schoolwide expectations for classrooms, restrooms, hallways, cafeteria, arrival, and dismissal. Strategy's Expected Result/Impact: All staff will be aware and held accountable for following and enforcing school-wide expectations. Staff Responsible for Monitoring: Campus Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills.

Evaluation Data Sources: Referrals
OSS/ISS
DAEP Assignments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Group counseling lessons that highlights character traits, identifies student concerns/needs, and supports student's social development. Strategy's Expected Result/Impact: Targeted social-skill building Staff Responsible for Monitoring: Principal and Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide opportunities to support students through mentoring. Strategy's Expected Result/Impact: Groups will offer the opportunity to learn age-appropriate social skills. Staff Responsible for Monitoring: Counselors and Club Sponsors Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Address the individual needs and talents of students through Fine Arts.

Evaluation Data Sources: State and National Performance Opportunities

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue goal





Strategy 1 Details	Reviews			
Strategy 1: Provide students exposure to Fine Arts courses. Strategy's Expected Result/Impact: Students will have the option to select Art, Band, Choir, Dance, or Theatre Arts during course selections. Staff Responsible for Monitoring: Counselors Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Increase student attendance, improve graduation rates, decrease drop-out rates, and decrease number of truancy referrals.

Evaluation Data Sources: Attendance Rates
 Graduation Rates
 Cohort and leaver Information
 Truancy Dockets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Individual conferences for students with habitual attendance concerns. Strategy's Expected Result/Impact: Increased student attendance through key practices.... *Teachers review attendance biweekly and send list of concerns to administrators *Review teacher attendance weekly *Monitor social distancing practices *RtI Committee will review attendance, grading, and discipline reports for each three-week period Staff Responsible for Monitoring: Administrators, Counselors, Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: 9-Week Celebrations! Trophies will be give to the grade level with the lowest number of discipline referrals (Impact Trophy), the highest attendance rate (Determination Trophy), and the highest number of students on the honor roll (Excellence Trophy). This celebration will also give each grade level an opportunity to share their grade level chants to win the Spirit Stick.</p> <p>Strategy's Expected Result/Impact: Increase focus on success Decrease number of Referrals Increase student attendance Increase school spirit and pride</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 5: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation
Course selection
Interest surveys

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details		Reviews			
Strategy 1: Built-in Intervention period, WWE (We Will Excel), will provide high-interest club and enrichment options. Strategy's Expected Result/Impact: Students will have the opportunity to select from a list of high-interest clubs and activities. Students are drafted by teacher to attend interventions. Teacher select 12-15 per session. Session are held two days a week. *Students not drafted are allowed to attend their chosen club *Class lists are audited and maintained by the Dean of Student Support *Once students meet the intervention exit criteria, they will be allowed to join the chosen club. *Draft is for a 6-week cycle Students will be motivated to lean into and be successful in the learning, in order to attend their club or activity as often as possible. Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support, and training to staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Summative Evaluation: Met Objective





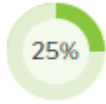



Strategy 1 Details		Reviews			
Strategy 1: Develop partnerships with the TCISD technology to pinpoint targeted areas of support based on current access and future availability to technology. Strategy's Expected Result/Impact: Reduce frustrations for students and staff regarding to technology concerns and reoccurring issues. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					













Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

Evaluation Data Sources: Retention Rate
Improved Instruction

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide continuous PD through PLC meetings and coaching opportunities. Strategy's Expected Result/Impact: Building the instructional and leadership capacity of teachers. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the opportunities to provide additional support to new and inexperienced Assistant Principals Strategy's Expected Result/Impact: First year APs will receive networking and mentoring opportunities, as well as continuous learning and support. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Campus-wide book study to promote student engagement, positive interactions, and professional growth. Strategy's Expected Result/Impact: The GMS staff will utilize newly developed skills to positively impact student achievement. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Professional development for campus administrators in the area of documentation, leadership, coaching, and campus improvement. Strategy's Expected Result/Impact: Campus Administrators that are fully prepared to lead a campus through school improvement. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization.

Evaluation Data Sources: Meeting Minutes
Agendas

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Teacher leaders will take on the roles of Department Chair and Cadre Leader. Strategy's Expected Result/Impact: Shared leadership will create shared ownership as expectations, policies, and procedures are enforced. Staff Responsible for Monitoring: Principal and Dean of Student Support Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify, support, and utilize a Guiding Coalition of teachers and campus leaders for the following instructional initiatives: Visible Learning, PLC, and AVID. Strategy's Expected Result/Impact: Shared leadership will generate buy-in, support, and continuous improvement with each initiative. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Staff Retention Rate
Campus Staffing Information

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize all recruitment opportunities (social media, job fairs, job boards, etc) to bring in staff members. Strategy's Expected Result/Impact: A fully staffed campus with highly-effective teachers. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize ROAR Academy for targeted support for new to the profession teachers. Strategy's Expected Result/Impact: New to the profession teachers will meet with the Principal on the 4th Wednesday of each month for support in instruction, classroom management, and certification testing. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Parent Involvement Events
Campus Events
Community Representation

Summative Evaluation: Significant progress made toward meeting Objective







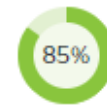





Strategy 1 Details	Reviews			
Strategy 1: Shared leadership and collaborative decision-making practices will occur through QUEST, Cadre, ATeam, and Instructional Leadership Team meetings. Strategy's Expected Result/Impact: Stakeholders will be knowledgeable and apart of campus decision-making, which will assist in building collective efficacy. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase school to home/community communication through newsletter and social media. Strategy's Expected Result/Impact: Stakeholders will be consistently informed of what is happening and upcoming on campus. Staff Responsible for Monitoring: Campus Administrators and Librarian	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

Evaluation Data Sources: Events Calendar
Event Participation Data

Summative Evaluation: Met Objective



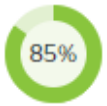









Strategy 1 Details	Reviews			
Strategy 1: Consistent communication through campus newsletter and social media. Parent will be made aware of instructional targets, campus celebrations and concerns, and events. Strategy's Expected Result/Impact: Parents will receive consistent information regarding their students success. Staff Responsible for Monitoring: Principal and Librarian	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide parent engagement opportunities at high-interest activities, such as tailgating, rallies. etc. Strategy's Expected Result/Impact: Build stronger relationship between the community and the school. Staff Responsible for Monitoring: Campus Administrators and Student Activity Sponsors	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Develop and track essential standards by grade-level and content areas.

Evaluation Data Sources: PLC Documents
Tracking Sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide continuous learning and support in the breakdown TEKS to create and understand essential standards. Strategy's Expected Result/Impact: Increased Teacher Clarity Staff Responsible for Monitoring: Dean of Student Support, Specialists, and Interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will create common assessments that target essential standards. Strategy's Expected Result/Impact: Individualized and targeted instruction Staff Responsible for Monitoring: Dean of Student Support, Specialists, and Interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: GMS will track individual students raw scores. Strategy's Expected Result/Impact: Projecting the percentage of students at Approaches, Meets, and Masters. which will assist in meeting campus goals. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00

Texas City Independent School District
Levi Fry Intermediate School
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	4
Student Learning	6
School Processes & Programs	8
Priority Problem Statements	9
Goals	10
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	10
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	15
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	20
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	21
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	23
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	26
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	34
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	35
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	40
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	41
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	42
Campus Funding Summary	45

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Levi Fry Intermediate is a 5th/6th grade campus located in Texas City, TX that serves as the feeder school for 4 elementary schools located in East Texas City. It is the only 5th/6th grade campus in the district and implements both elementary and secondary processes and procedures. There has been a reduction in student enrollment due to a number of factors, but still remains one of the larger intermediate/middle schools in the Galveston County area. Fry has a diverse population of students and faculty that strives to be inclusive and value everyone's abilities and uniqueness. There are variety of programs to address students needs and opportunities for students to participate in extra curricular activities. Overall we have a staff that is proactive, student centered and focused on providing a positive learning environment for students. We have many supportive parents and community partnerships. Our priority focus for 23-24 school year are:

- Consistent, high quality instruction
- Increased student engagement
- Providing a safe, secure environment for all
- Re-establishing a positive community presence

LEVI FRY VISION STATEMENT:

- At Levi Fry, we aim to inspire and empower all students to excel in a safe and inclusive community focused on equipping students with the tools needed to become lifelong learners and future leaders.

LEVI FRY MISSION STATEMENT:

- Our mission is to provide an education focused on meaningful, high-quality, engaging lessons to help students reach their full potential through mutual trust and respect. Through collaboration amongst students, educators, parents, and community partners, we will develop a culture of confident and diverse learners.

LEVI FRY CORE BELIEFS:

1. Safe Environment – kindness, cooperation, empathy, sympathy, communication, awareness
2. Respect – self-respect, authority, esteem, mutual respect, understanding, courtesy
3. Diversity – acceptance, inclusion, celebration of differences, culture, compassion, equality
4. Accountability – partnership, ownership, responsibility, goals, organization, initiative
5. Achievement – excellence, accomplishment, success, growth, performance, effort
6. Perseverance – endurance, determination, growth mindset, grit, dedication, patience

Demographics

Demographics Summary

Student Population:

2023-2024: 774 students
2022-2023: 828 students

Ethnicity:

Hispanic-Latino:
2023-2024: 415 students (53.62%)
2022-2023: 432 students (52.17%)

Black - African American:
2023-2024: 125 students (16.15%)
2022-2023: 155 students (18.72%)

White:
2023-2024: 189 students (24.42%)
2022-2023: 196 students (23.67%)

Special Education Services:

Other Health Impairment:
2023-2024: 24 students (11.59%)
2022-2023: 20 students (9.90%)

Intellectual Disability:
2023-2024: 20 students (9.90%)
2022-2023: 23 students (11.11%)

Autism:

2023-2024: 32 students (15.84%)

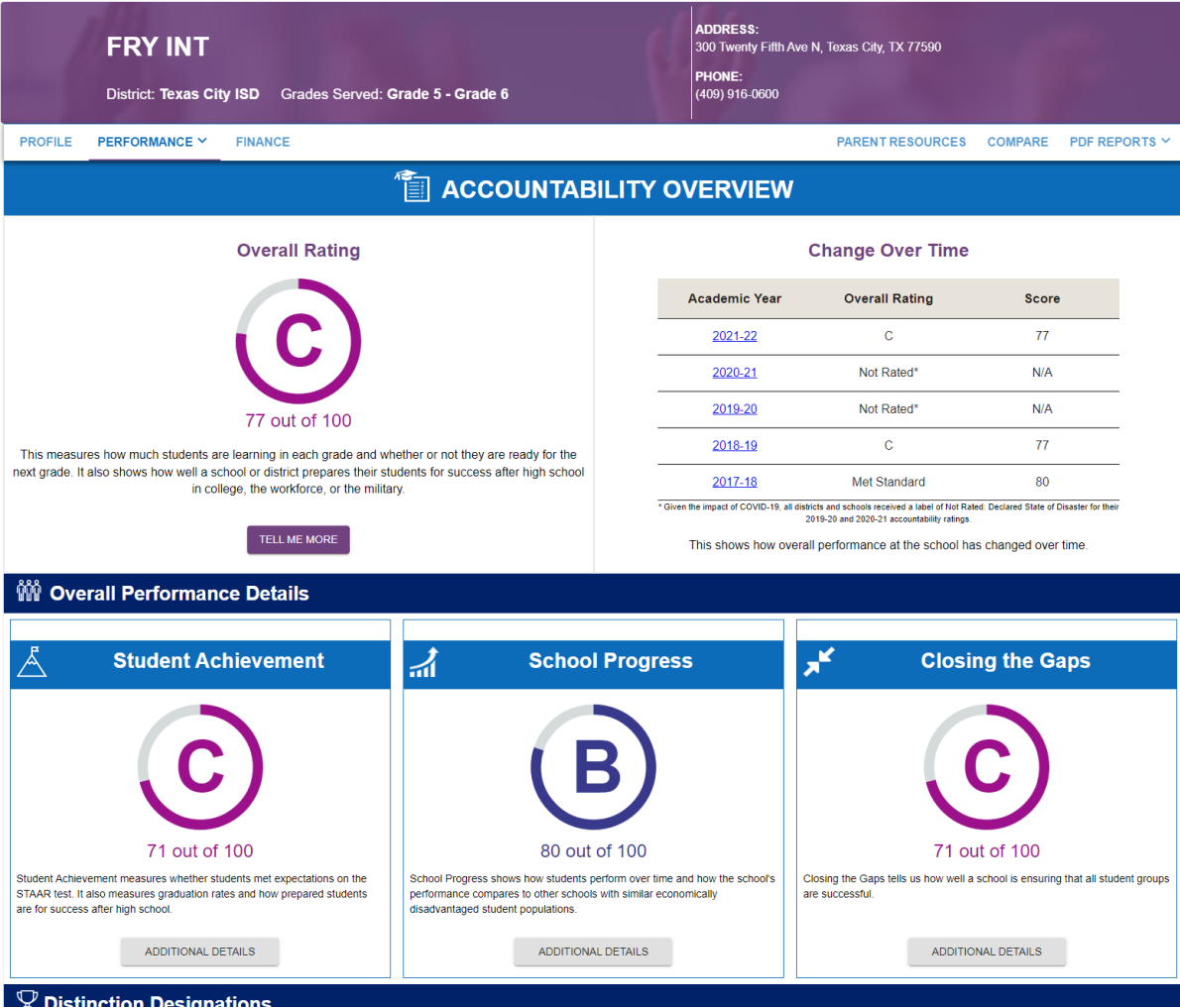
2022-2023: 25 students (12.08%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There are currently 32 students diagnosed with autism (an increase from last year), but no AU program at this level to provide a continuum of services for students. Students are serviced through the PASS program. **Root Cause:** Program/Teaching unit was cut when the previous teacher retired.

Student Learning

Student Learning Summary



Student Learning Strengths

- EB performance – 27 point increase – met 2023 target, interim target – only 3 points away from Long Term target
- Reading – Met the 2023 Target for academic achievement for all groups
- 6th Math - growth in Hispanic and High Focus groups

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Domain III - Closing the Gaps - scored 57 (F) **Root Cause:** Failure to maintain "tight" systems for review/monitor of intervention

Problem Statement 2 (Prioritized): Significant drops in academic growth status for both reading and math **Root Cause:** Failure to maintain "tight" systems for review/monitor of intervention

School Processes & Programs

School Processes & Programs Summary

- TCISD has a strong, guaranteed and viable curriculum that is aligned to the State standards.
- Teachers are supported by a wide variety of ongoing professional development opportunities.
- Campus Professional Learning Communities form the basis for job-embedded learning and professional collaboration.
- Services provided by Campus Instructional Specialist(s) and instructional interventionists
- Through Eduphoria, qualtrics and other platforms, teachers have timely access to student learning data that informs instruction.
- The curriculum, instruction, and assessment program focuses on the needs of all students.
- We have a variety of extracurricular clubs and groups for students to engage positively with peers and community.
- Built in weekly time for instructional planning and collaboration among teachers
- Opportunities for staff to provide input into the campus decision making processes (QuEST, team leaders, department chairs, new teacher, attendance, discipline, safety)
- A district/campus assessment calendar is developed at the beginning of the year which includes curriculum-based assessments, benchmarks and an interim assessment developed by the state which is designed to predict performance on the STAAR test.
- STEAM Program (including a STEAM elective) available for all students
- TCISD Foundation for the Future
- Bilingual (5th grade)
- ESL (5th & 6th Grade)
- G/T classes for identified students
- Student Council
- Robotics Club
- NEHS (National Elementary Honor Society)
- Community partnerships
- 21st Century After school Programs
- Resolve It Program
- Daily scheduled intervention time focusing on closing gaps in core subjects

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Large # of students left unattended prior to school opening. **Root Cause:** Many parents need to be at work prior to our school opening time of 7:45am.

Priority Problem Statements

Problem Statement 1: Domain III - Closing the Gaps - scored 57 (F)

Root Cause 1: Failure to maintain "tight" systems for review/monitor of intervention

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Significant drops in academic growth status for both reading and math

Root Cause 2: Failure to maintain "tight" systems for review/monitor of intervention

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are currently 32 students diagnosed with autism (an increase from last year), but no AU program at this level to provide a continuum of services for students. Students are serviced through the PASS program.

Root Cause 3: Program/Teaching unit was cut when the previous teacher retired.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Large # of students left unattended prior to school opening.

Root Cause 4: Many parents need to be at work prior to our school opening time of 7:45am.

Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

- 3rd Grade Reading 28% to 40%
- 5th - 8th Grade Reading 34% to 46%
- English I & English II 36% to 48%





Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Reading by increasing the Meets performance by 4%.













HB3 Goal













Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with this year's strategies

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly Instructional Focus Team (IFT) Meetings (Administrators, instructional specialists, and interventionists) Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Improve teacher practice by continuing to build capacity during the CTM process using information gained at CTM conferences and other Solution Tree staff development opportunities Strategy's Expected Result/Impact: Increase teacher efficacy, improve effective instruction practices across the campus Staff Responsible for Monitoring: Campus admin, instructional specialists, Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Kagan Structures included in lesson plans and implemented in every classroom to increase student engagement Staff Responsible for Monitoring: Campus Administration, District C & I Staff, Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide coaching on effective implementation of visible learning strategies (i.e. learning intentions/success criteria and instructional components with the largest effect size) utilizing Steve Ventura Strategy's Expected Result/Impact: Campus Administration, District C & I Staff, Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Ensure lesson plans are aligned to campus/district goals and teachers are following the plans Staff Responsible for Monitoring: Instructional Specialists, Department Chairs, Campus Admin Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide timely walk thru feedback as well staff development tailored to campus and individual needs Strategy's Expected Result/Impact: Build teacher efficacy which will allow them to plan and implement effective instruction for all students Staff Responsible for Monitoring: District and campus administration, Instructional specialists, Contracted staff Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

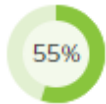







5th - 8th Grade Reading 34% to 46%









English I & English II 36% to 48%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

Evaluation Data Sources: District Assessments, MAP Growth reports, STAAR Reports, TELPAS Reports, and other state accountability reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Scheduled data reviews to ensure growth/revise processes/provide targeted support Staff Responsible for Monitoring: District and campus administration, Instructional specialists, Contracted staff, Teacher Teams Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Scheduled teacher conferences to review growth goals Strategy's Expected Result/Impact: Ensure focus and monitor progress Staff Responsible for Monitoring: District and campus administration, Instructional specialists, Contracted staff, Teacher Teams Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Training for all staff on effective data usage Strategy's Expected Result/Impact: Equip staff with necessary tools to effectively use data to drive instruction Staff Responsible for Monitoring: District and Campus administration, C & I team Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.













- 3rd Grade Math 35% to 45%
- 5th - 8th Grade Math 39% to 49%
- Algebra I 41% to 51%





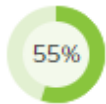

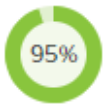





Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Math by increasing the Meets performance by 3% in June 2022.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly Instructional Focus Team (IFT) Meetings (Administrators, instructional specialists, and interventionists) Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Improve teacher practice by continuing to build capacity during the CTM process using information gained at CTM conferences and other Solution Tree staff development opportunities Strategy's Expected Result/Impact: Increase teacher efficacy, improve effective instruction practices across the campus Staff Responsible for Monitoring: Campus admin, instructional specialists, Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Kagan Structures included in lesson plans and implemented in every classroom to increase student engagement Staff Responsible for Monitoring: Campus Administration, District C & I Staff, Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide coaching on effective implementation of visible learning strategies (i.e. learning intentions/success criteria and instructional components with the largest effect size) utilizing Steve Ventura Strategy's Expected Result/Impact: Campus Administration, District C & I Staff, Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Ensure lesson plans are aligned to campus/district goals and teachers are following the plans Staff Responsible for Monitoring: Instructional Specialists, Department Chairs, Campus Admin Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide timely walk thru feedback as well staff development tailored to campus and individual needs Strategy's Expected Result/Impact: Build teacher efficacy which will allow them to plan and implement effective instruction for all students Staff Responsible for Monitoring: District and campus administration, Instructional specialists, Contracted staff Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

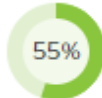







3rd Grade Math 35% to 45%









5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

Evaluation Data Sources: District Assessments and STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: Scheduled data reviews to ensure growth/revise processes/provide targeted support Staff Responsible for Monitoring: District and campus administration, Instructional specialists, Contracted staff, Teacher Teams Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Scheduled teacher conferences to review growth goals Strategy's Expected Result/Impact: Ensure focus and monitor progress Staff Responsible for Monitoring: District and campus administration, Instructional specialists, Contracted staff, Teacher Teams Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Training for all staff on effective data usage Strategy's Expected Result/Impact: Equip staff with necessary tools to effectively use data to drive instruction Staff Responsible for Monitoring: District and Campus administration, C & I team Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase the CCMR indicator by 5% each school year.











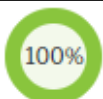
HB3 Goal













Evaluation Data Sources: CCMR Indicators, CCMR Early Warning System in OnData Suite

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: Student performance on STAAR 3-8, and EOC assessments.

















Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly Instructional Focus Team (IFT) Meetings (Administrators, instructional specialists, and interventionists) Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improve teacher practice by continuing to build capacity during the CTM process using information gained at CTM conferences and other Solution Tree staff development opportunities	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Kagan Structures included in lesson plans and implemented in every classroom to increase student engagement Staff Responsible for Monitoring: Campus Administration, District C & I Staff, Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				





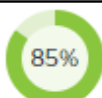





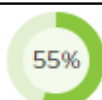
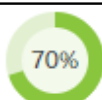
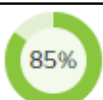
Strategy 4 Details	Reviews			
Strategy 4: Provide coaching on effective implementation of visible learning strategies (i.e. learning intentions/success criteria and instructional components with the largest effect size) utilizing Steve Ventura	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure lesson plans are aligned to campus/district goals and teachers are following the plans	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Strategy 1 Details	Reviews			
Strategy 1: Establish a PBIS (Positive Behavioral Interventions and Support) Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct student assemblies targeting high risk/disruptive behaviors such as bullying, fighting, drug abuse, vaping, and cutting	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Individual and Small Group Counseling	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Revise signage and install speed bumps in parking lots	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize the Campus Threat Assessment Committee when student mental health concerns arise	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Execute quick and efficient drills for lock down, lock out, shelter-in-place, fire, and evacuation	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Conduct monthly safety reviews Strategy's Expected Result/Impact: Review safety procedures and ensure programs are operable Staff Responsible for Monitoring: campus safety team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Utilize Navigate360 to report emergency situations, track students/students during emergencies and reunite students with their families at the conclusion of the emergency situation	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Establish/Updated/Revise protocols for reporting and responding to safety concerns	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Develop and enforce anti-bullying policies and procedures that address both in-person and online bullying	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide training for staff and students on recognizing and reporting bullying incidents	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Provide early morning clubs/groups Strategy's Expected Result/Impact: Decrease the number of students unattended before school starts Increase club/group participation Staff Responsible for Monitoring: Campus Admin Club/Group sponsors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Problem Statements:

















School Processes & Programs
Problem Statement 1: Large # of students left unattended prior to school opening. Root Cause: Many parents need to be at work prior to our school opening time of 7:45am.

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Develop a MTSS that supports a campus-wide and classroom positive behavior management system (PBIS) which will allow our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.









Strategy 1 Details	Reviews			
Strategy 1: Master schedule revisions that allow more time for Tier 2 & Tier 3 interventions Strategy's Expected Result/Impact: increased instructional time, smaller groups, but more students Staff Responsible for Monitoring: Campus admin, instructional specialists, interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize retired teachers as tutors to provide additional intervention Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide incentives for students attending intervention classes - school store, snack passes, etc	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Including all students (sped/504/EB) in intervention pull-outs Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Revise WIN time plan o 30 minutes daily (M-Fri) o Students will rotate amongst their team o Data (STAAR Data, MAPS Data, Common Formative Assessment) will determine focus areas o One content area will receive priority each week/bi-weekly (6th grade) Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Continue use of student data folders to be used during student data talks, PLCs and parent conferences	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed through campus and SEL counselors.





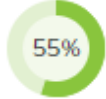



Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.









Strategy 1 Details	Reviews			
Strategy 1: Train staff to identify signs of mental health issues and provide appropriate support Staff Responsible for Monitoring: campus admin, counselors and contracted staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy dockets. Reach Out Walk data.













Strategy 1 Details	Reviews			
Strategy 1: Establish attendance committee that meets each 6 weeks to review attendance trends, implement strategies for improvement and develop intervention plans for those students who are chronically absent Strategy's Expected Result/Impact: Decrease the number of chronically absent students Staff Responsible for Monitoring: campus admin, counselors, teachers, district truancy officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Make frequent parent contact when students have excessive absences and/or patterns of absences (i.e. absent every Friday, excessive early dismissals on Fridays, etc.)	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Track student attendance issues through a live Excel document, shared amongst the administrators	Formative			Summative
	Nov	Jan	Mar	June













Strategy 4 Details	Reviews			
Strategy 4: Tangible incentives to reward good attendance - Semester and EOY field trips/Sting Cash to use in school store Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation, course selection and interest surveys (Naviance).









Strategy 1 Details	Reviews			
Strategy 1: Utilize Qualtrics for student surveys that gage personal interests and make elective choices Strategy's Expected Result/Impact: tailor instructional experience to students' interests Staff Responsible for Monitoring: campus admin, counselors Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Visit elementary campuses at the end of the year to recruit students for the following year.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct STEAM camp during the summer	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Conduct STEAM showcase during the fall and spring	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement 5th grade UIL Team	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.









Evaluation Data Sources: Successful implementation of the use of technology.

Strategy 1 Details	Reviews			
Strategy 1: Provide devices to all staff including paraprofessionals to access available technology resources Staff Responsible for Monitoring: Campus admin, director of technology TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.









Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details		Reviews			
Strategy 1: Create on boarding program for all positions Strategy's Expected Result/Impact: train people efficiently. make transitions smoother. Staff Responsible for Monitoring: Campus admin, dept chairs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Provide school leadership training to strengthen educational leaders, enhance leadership skills for principals, administrators, and staff, and build youth leadership capacity within the district

Strategy 1 Details	Reviews			
Strategy 1: Conduct/attend annual leadership retreat during the summer and follow up mini retreats each quarter	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

















Performance Objective 3: Promote shared leadership at all levels of the organization.

Evaluation Data Sources: Variety of personnel involved in collaboration.

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 4: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Increased retention rate of teachers and staff.

Strategy 1 Details	Reviews			
Strategy 1: Promote self-care for all staff through a variety of activities TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide adequate, timely and on-going training for all staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide all new employees to campus and/or profession with a campus mentor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide wellness area and counseling services for all employees TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST










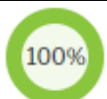

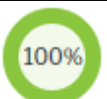




Summative Evaluation: Significant progress made toward meeting Objective

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.

Evaluation Data Sources: Parent sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Conduct a minimum of 4 parent engagement opportunities per year (3 fall/3 spring). Topics Include: Parent Support, Bullying/Cyberbullying, Vaping, Behavior Management, Goal Setting, Mental Health Support and Online Safety Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure timely communication of events and programs using email, website and social media Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Distribute monthly newsletter to keep parents informed of school activities and ways to support their child Title I: 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Address the individual needs and talents of students through Fine Arts and CTE opportunities.

Evaluation Data Sources: Increased performance and participation.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Active recruitment of students for fine arts programs throughout the school year Strategy's Expected Result/Impact: Create interest in programs prior to the end of the year Staff Responsible for Monitoring: Fine Arts director, teacher, school counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 2: Curriculum documents will reflect the level of rigor expected based on state curriculum standards.













Evaluation Data Sources: Curriculum documents, classroom observations, training documents, evaluation surveys

Strategy 1 Details		Reviews			
Strategy 1: Utilize district's aligned curriculum documents and vetted resources that ensure student engagement and high levels of learning		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div>55%</div>	<div><div></div>75%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
<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 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 3: Increase academic achievement of special populations by meeting curricular needs.

Evaluation Data Sources: State and Federal accountability results

Strategy 1 Details	Reviews			
Strategy 1: Implement ongoing progress monitoring to track the academic growth of special populations. Staff Responsible for Monitoring: District and campus administration, C & I Team, Sped Staff, Case Managers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Summit and Ellevation programs to support EB students academic growth Strategy's Expected Result/Impact: Increase the number of students scoring Advanced High on the TELPAS test Staff Responsible for Monitoring: Campus Administration, Instructional specialists, interventionists, district special programs staff, teachers Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	4			\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00
Sub-Total					\$0.00

Texas City Independent School District

Heights Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Heights Elementary is to promote the emotional, social, and academic well-being of all students by fostering respectful, meaningful relationships which support life-long learning through student-centered, rigorous, engaging instruction.

Vision

Be the model of a learner centered school.

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Goals	12
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	12
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	18
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	23
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	27
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	32
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	33
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	43
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	46
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	50
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	52
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	56

Comprehensive Needs Assessment

Demographics

Demographics Summary

Heights Elementary School is a Title 1 campus located at 300 North 25th Street and with an enrollment of 412 students in Kindergarten through the fourth grade. Heights Elementary is an ethnically diverse campus with approximately 56% of the student population being Hispanic, 20% being White, 16% being African American, and 8% being multi-racial. Data from September 2023, shows that the overall enrollment at Heights has increased from the 2022 enrollment totals. The staff of Heights Elementary is culturally diverse but does not represent the current profile of our student body.

Of the 412 students enrolled, approximately 90% of the students are classified as Economically Disadvantaged, 25% are identified as English Language Learners. The At-Risk population is 200 students or 49% at this time but being updated throughout the year. There are currently 90 students receiving Special Education Services (which is 22%) and 27 students have been identified as Gifted and Talented (GT) (which is 7%).

We have several programs to address the diverse needs of our students. The Special Education department services students in the following areas: autism, resource, life-skills, social skills development, speech, occupational therapy, dyslexia, and inclusion services. 504 and RTI programs accommodate students with other academic concerns and other medical conditions that may require additional support to ensure that all students are successful. There is a large ESL/bilingual population that includes 96 students. Due to our campus demographics we are eligible for a grant that partnered our campus with the Contentment Foundation which provides Social Emotional Learning and Support to campus with high economically disadvantaged populations. Our students also all receive free breakfast and lunch.

Heights Elementary has a family atmosphere and a strong core values system in place where students receive value vouchers for exhibiting the campus core values which include respect, integrity, perseverance, kindness, compassion, and ambition.

Our attendance rate was 93% in 2022-2023 which is the same from the previous school year. Incentives have been put into place to help increase attendance at the campus. Students get to participate in AttenDANCE on Fridays during the announcements as an attendance incentive which begins the first nine weeks of school. When students are absent, teachers contact the students' families regarding the absence and how the school can support any needs they may have. After three unexcused absences, within a 4 week period all students receive a computer generated letter informing them of the absence according to state attendance requirements. Behavior Intervention Plans or BIPS are utilized with families if students have a letter generate or continue to have attendance concerns of any kind. Truancy warning meetings and truancy court are utilized once a student has 10 or more unexcused absences.

Demographics Strengths

Heights Elementary is a small campus with a diverse population including students in the following subgroups: Hispanic, African American, White, and Two or More Races. With our very diverse population, Heights is a good example and very reflective of modern society. Our campus core values are the foundation of Heights. Our core values include Kindness, Integrity, Respect, Compassion, Perseverance, and Ambition. By explicitly teaching and modeling these values we are better helping students to interact and collaborate with all kinds of people in the real world. Heights Elementary has a close-knit faculty and a family friendly atmosphere where people want to support others at all times.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our African American student group is under performing our White and Hispanic groups in most subject areas. **Root Cause:** Some of the students do have a bigger attendance concern. Other students struggle to build positive relationships, especially when work is hard.

Problem Statement 2: The campus attendance rate has held steady at 93%, however it is still below our goal of 95%. **Root Cause:** Parents still do not understand that elementary school is still important for their students and that missing days impacts their abilities. Lack of follow through in truancy court or major consequences for attendance is a concern.

Problem Statement 3: At this time we are one of the only campuses receiving students new to the country in 3rd and 4th grade which is difficult for our bilingual teachers due to the students gaps in learning and lack of bilingual resources to meet their needs. **Root Cause:** Due to other campuses having ESL teachers, rather than bilingual teachers, our campus has taken on more of the new comers. These students come with unique needs due to the differences in education in other countries.

Problem Statement 4: Our campus dyslexia numbers continue to rise. **Root Cause:** We are still seeing an impact from COVID and spotty foundational phonics or school interruptions.

Problem Statement 5 (Prioritized): There is a lack of bilingual resources when compared to English resources to support our ELL students. We have gained resources as they come out but it is not equitable compared to English. **Root Cause:** The majority of resources that align with our TEKS and STAAR only come in English. The translating and updating process is taking time.

Student Learning

Student Learning Summary

For the 2022-2023 school year, state data for campuses has been delayed due to the change in assessment for the state and scoring guidelines. In 2022 Heights Elementary received a met standard rating, with a letter grade of an "A" and it received all 5 of the designated distinctions that the campus was eligible to obtain. This was an improvement for the campus since in 2019 Heights Elementary received a Met Standard rating, with a letter grade of a "C" for overall school performance.

Student Learning Strengths

According to district, preliminary data, all of our student groups at Heights Elementary will meet achievement standards with a 3/4 possible points. In 2021-2022 all of our students groups at Heights Elementary met standard for STAAR. We have seen tremendous growth across all of our grade levels and students groups on campus, district, and state assessments. Students are able to articulate their learning than they were prior to our implementation of Visible Learning. We are seeing more students be able to handle their behavior, when learning is hard and they are stuck in the learning pit. We saw huge growth in our Professional Learning Communities and teacher clarity throughout the campus during our CTMs (collaborative team meetings). We are very proud of the work we did to align our assignments and assessments to the depth and complexity of the priority TEKS selected by each grade level team. Additionally, our overall teacher capacity continues to grow as we work together and believe in our collective teacher efficacy at Heights.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus attendance rate has held at 93% for the last two years, which is still short of our goal of 95%. **Root Cause:** Parents still do not understand that elementary school is still important for their students and that missing days impacts their abilities. Lack of follow through in truancy court or major consequences for attendance is a concern.

Problem Statement 2: In our K-2 classes we continue to need improvement and fine tuning in our small group instruction for guided reading especially in regards to areas addressed in the Reading Academy. **Root Cause:** Small groups have now become normalized, however teachers are still learning more about what to do at the table with the wide variety of readers we have on campus.

Problem Statement 3: Special education continues to grow on our campus and our special education teachers are new to their roles and learning how to address student learning needs. Some of these students have several disabilities that are impacting their learning while the level they need to learn at is increasing. **Root Cause:** More students are qualifying with more disabilities than before and some of their needs are more unique than others, which for new teachers is harder to support while also balancing all paperwork associated with special education.

Problem Statement 4: While teachers have made improvements, there are still teachers who are unclear of the their specific TEKS and they continue to need more support in the what, why, and how of the instruction, including the depth and complexity of material as well as the way it should be addressed and assessed in the classroom. **Root Cause:** Teachers are at varying levels of their understanding in teacher clarity and visible learning and the part that they play in their individual professional learning communities.

Problem Statement 5: Team meetings/PLC time continues to improve, however as new campus members have been added some teachers have not been in places that use our same procedures, so there is learning curves for our new teammates in all grade levels. **Root Cause:** Some of our new teachers are not new to the profession but are just new to Visible Learning, WIN time, and teacher clarity, which will take time for them to learn. This year we have 3 brand new teachers and they are having to learn all aspects of the job which takes time.

Problem Statement 6: While strides are still being made we have students that are way below grade level in all subject areas. **Root Cause:** We have a very mobile student

population that leads to larger student gaps.

Problem Statement 7: Student engagement varies across the campus but now is more subject specific. **Root Cause:** Teachers are more comfortable with Kagan structures at this time, but rather than use multiple strategies, they lean on the few they are good at and use them at the same times daily.

School Processes & Programs

School Processes & Programs Summary

Heights Elementary School strives to employ highly qualified instructional staff members who are proud and enthusiastic about creating engaging lessons, motivating students, and who want to grow in their teaching journey. While most teachers employed at Heights are highly qualified and teach within the required guidelines for their certifications, as of the 2023-2024 school year we have 3 teachers working to complete their certification/alternative certification program. Campus administrators utilize TalentED, social media, and attend local job fairs to recruit highly qualified teachers. Teachers create yearly goals and meet with campus administration throughout the year to discuss classroom observations, growth opportunities, and goal attainment. Teachers are encouraged to seek staff development opportunities that meet their individual needs. Campus administrators provide continual professional development opportunities through campus newsletters, during extended Wednesdays, and during CTM times.

Heights Elementary is a data-driven campus where teachers utilize various resources to make sound decisions regarding planning, adjusting, and delivering instruction. The weekly collaborative team meetings (CTMs) are an essential component of our curriculum and instruction. Each week, teachers meet with a member of our administrative team and the instructional specialist to utilize the four PLC questions to best develop instructional plans for our students. During the CTM meetings we walk through units, model delivery, plan for Tier 1 instruction which includes important strategies to include during the initial instruction. Additionally, assessments are planned and reviewed according to essential skills, and plans are made for remediation and extension once data shows which students have met, not met, or exceeded the learning expectations for each unit. This collaborative planning time is having a big impact on our teachers and students at this time. Teachers are more aware of the depth and complexity of their TEKS, additional strategies and resources to support learning, and how to help when students have not mastered skills. Teachers utilize unit tests, running records, STAAR data, daily observations, conferences, goal setting meetings, CBAs, MAPS data, Benchmarks, and in class assessments to track student progress. Data walls and data folders are in place to assist with tracking student progress. Additionally, this year we have continued WIN (What I Need) Time in our master schedule to address grade level needs. This time was originally built in to allow students to have remediation or extensions in both reading and math to meet their needs, close gaps, or push to higher levels of achievement. The WIN time process is driven by our data and supported by our PLC process each week. In the 2023-2024 school year, our campus goal is to submit our model PLC application to Solution Tree based on our campus processes and programs.

In the 2021-2022 school year Heights Elementary began our journey in Visible Learning. In 2023-2024 we will continue this journey. We are currently working through the Visible Learning process and are focusing on teacher clarity and collective teacher efficacy. During CTM we have been working collaboratively to create learning intentions and success criteria for our core subject areas in all grade levels.

In the 2021-2022 school year, Heights implemented the dual language program for TCISD. At this time, we now have two cohorts of students in our dual language program (kinder and first grade). The program is growing and adapting each year which is benefiting students and staff.

At Heights, we believe our mission is to "promote the emotional, social, and academic well-being of all students by fostering respectful, meaningful relationships which support life-long learning through student centered, rigorous, engaging instruction". In order to meet this mission our staff has been dedicated to building solid relationships with our students, parents, and each other. Teachers understand that we all play a vital role in the success for all students and that through our collective efficacy we can make a difference in student achievement. Our administrative team is working to build teacher capacity in the classroom, providing teachers more opportunities to have leadership roles on the campus, and helping teachers be okay with learning and growing through co-teaching models. Our campus vision is "to be the model of a learner centered school", which applies to students and staff. One way that we continue to live this mission out is by inviting other campuses into our CTM meetings and to observe the Visible Learning work we are conducting on campus.

Each week students engage in character education with our counselor during their grade level character education time. The counselor provides planned guidance lessons and connects to our campus core values. During the 2021-2022 school year we began our partnership with the Contentment Foundation to provide our counselor with additional resources to help grow the social emotional curriculum and plans for the campus. We will continue this partnership this school year. Additionally, our campus employs a SEL counselor part time to support students. Lastly, we utilize Resolve It, as another student support for students with severe trauma needs.

During the 2022-2023 school year, Heights partnered with UTMB and Smart Family Literacy to provide reading and SEL lessons to students as well as engage with families during our family events. This partnership will continue for the 2023-2024 school year.

At Heights the campus leadership team meets each week to discuss campus needs and plan for students and staff. The Hawk team which is our campus quest, visible learning team, and PBIS team meets on a regular basis to discuss instructional needs, work on the Visible Learning plan for our campus, review and write the campus improvement plan, and discuss plans for improving campus needs.

The Heights staff utilizes technology on a daily basis and as of this school year, teachers and students have access to multiple programs to support student achievement in both reading and math. All classrooms have a Promethean Boards, teacher computer, and student laptops. The computer lab is also used as needed for classes but daily for our WIN time intervention and extension groups. Technology is also utilized to maximize campus safety. This includes the campus Raptor systems, cameras, and Navigate 360.

School Processes & Programs Strengths

Heights Elementary had a abundance of success in the 2022-2023 school year. The continuation of the master schedule updates and the addition of WIN Time from the previous year were incredibly important to the success of the campus. The increase in our CTM time each week to 1.5 hours continues to be very beneficial to our teachers and our students. Additionally, our students readily benefited from ongoing Character Education lessons with our counselor. Building Character Education into our schedule allowed for our students to master more self regulation strategies as well as improve their social emotional health and their ability to work with others. Our dual language program completed its first full year and allowed us to learn and grow as a team and prepare effectively for our second group of students to join the program in the 23-24 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While our PLCs and planning meetings now how structure we are gaining new team members that will need time to learn the PLC questions and our collaboration protocols. **Root Cause:** New people come with different backgrounds and ideas based on their previous campus experiences.

Perceptions

Perceptions Summary

Heights Elementary School is a positive, safe school with supportive and professional staff members, students, and parents. School-wide Core Values are taught and modeled daily. The Core Values include: Respect, Kindness, Integrity, Perseverance, Ambition, and Compassion. Students earn Value Vouchers for showing our core values and receive a prize from the administrative team on Friday if their Value Voucher is pulled from the voucher buckets. Each morning during student led announcements we also recite our Student Pledge to remind students of our Hawk expectations.

Each of our staff members are part of a committee on campus. These committees help us to meet our student, staff, and community needs. They help us plan engaging academic nights, cultural events, ways to increase staff morale, and help us to meet our academic and professional goals for Visible Learning.

All of our teachers are self contained and they participate in weekly CTM meetings for 1.5 hour PLC one time a week with a campus administrator and the instructional specialist. This common planning time allows teachers to collaborate, work on lesson design, model instruction, and discuss best practices to increase student achievement. The PLC is guided by the 4 PLC questions that our district trained on this summer during the PLC Institute. Additionally, data is used to adjust core classroom instruction and plan for WIN time, our designated intervention block on campus. Any teachers needing support can have instruction modeled by the instructional specialist or the administrative team, as we believe working together helps us all grow.

Heights has always conducted a Veteran's Program to promote positive values, good citizenship and to build strong, and meaningful relationships with our community members, especially those who have served our country. Heights also works with the ACE 21st Century Program, The Contentment Foundation, and Resolve It to offer academic and social emotional support to our students and their families. Heights also participates in the Angel Tree each year, with help from our community, to support our families who need more help to provide a Christmas to their children.

The attendance rate for the 2022-2023 school year was 93%. Heights utilizes AttenDANCE where students will get to dance with their peers every Friday at the end of announcements if they have had zero absences and zero tardies. The importance of attendance is shared with parents throughout the year. When a student is absent 3 or more times in a four week period a letter is generated in Skyward and mailed home to the parents of the student. If students continue to have unexcused absences a behavior intervention plan is created and families are referred to truancy warning meetings and then to truancy court.

Heights Elementary uses multiple methods to communicate with families including Facebook, the call out system, newsletters, folder systems and Class Dojo/Bloomz/Seesaw. All of these systems work together to keep families informed of campus events.

Parent involvement is strongly encouraged at Heights Elementary School. Our PTO recruits parents each year to help sponsor school events. We have a family book fair night, open house, parent conference day, book character parade, award assemblies, and grade level programs and performances. Heights also hosts a family reading and math night to allow parents and students to interact with each other while building a foundation and knowledge of our curriculum at school. The Heights staff wants parents to know the progress of their students and they keep them updated about all progress, behavior, and attendance concerns.

Student behavior and social emotional health is a concern for the campus. More students have struggled since returning from online instruction during Covid, however we have seen major improvements after a year of being back in school full time. In the 2023-2024 school year, we have added a Kindness Club to support spreading kindness and inclusivity among our students and in the community.

Heights is one of the oldest buildings in Texas City ISD. We work to keep our building up, but we still have some classrooms with shower board instead of white boards, we have leaks in our ceiling, our systems are older and require constant maintenance. We have worked to keep up the physical appearance of our building and added red wood throughout our halls that help tie in our signature colors while updating the overall look of our building. We have very little storage space for teachers and students, so we need seat pockets and other updates to help with space and organization needs throughout the building, especially as we add more resources for students and teachers.

Perceptions Strengths

Heights does a great job with building relationships with students, families, and each other. The campus is very upbeat and excited to share the great things that are happening socially and academically with all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some families are not receptive of our push for attendance. **Root Cause:** Some families do not view kindergarten and first grade as important based on our conversations with them and we see a huge impact on literacy for students with poor attendance in these younger grades.

Problem Statement 2: Parents do not enjoy the school registration process. **Root Cause:** The process is difficult for people without computers or knowledge of computers. Special residency is still an issue for families.

Problem Statement 3: Parents struggle to understand the big changes in student expectations from 2nd to 3rd grade and from 3rd to 4th. **Root Cause:** Parents see typically higher grades in K and 1 when the TEKS are with adult assistance compared to in 2nd and up when students have to complete work more independently. Parents also still struggle to understand state standards for STAAR testing due to constant changes or lack of information.

Problem Statement 4: Our building is old and has maintenance and storage problems throughout the building **Root Cause:** Age of the building vs the requirements of school now.

Priority Problem Statements

Problem Statement 1: There is a lack of bilingual resources when compared to English resources to support our ELL students. We have gained resources as they come out but it is not equitable compared to English.

Root Cause 1: The majority of resources that align with our TEKS and STAAR only come in English. The translating and updating process is taking time.

Problem Statement 1 Areas: Demographics

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.





- 3rd Grade Reading 28% to 40%
- 5th - 8th Grade Reading 34% to 46%
- English I & English II 36% to 48%









Performance Objective 1: At Heights Elementary, the percentage of students scoring at the Meets and Masters level will increase in the area of reading.









Evaluation Data Sources: Student performance on STAAR Reading Grades 3 and 4









Summative Evaluation: Met Objective









Next Year's Recommendation: Continue objective









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: In order to increase collaboration, model strategies, show additional ways to teach concepts, and dig into the depth and complexities of our curriculum, teachers will meet together in CTMs (Collaborative team meetings) with at least one member of the leadership team for 1.5 hours per week. During CTMs the 4 PLC questions will be used as an outline for conversations and how to improve student achievement especially for students who have already reached the approaches level of achievement and need to be pushed to higher levels of achievement. The master schedule will continue to accommodate this important professional growth and planning time for teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge and increased student achievement.</p> <p>Staff Responsible for Monitoring: admin team and instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Imagine Reading based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduced student gaps</p> <p>Staff Responsible for Monitoring: administrative teams, interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue to implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p>Staff Responsible for Monitoring: teachers, administrative team, instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels. Strategy's Expected Result/Impact: Increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement. Staff Responsible for Monitoring: teachers, instructional specialist, administrative team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Teachers will meet with their students and set reading achievement goals for our major assessments and students will understand their current reading level and where they are striving to be. Parents will be informed of their students reading levels and growth/progress throughout the year. A reading prize cart will be utilized in the classrooms to offer prizes to students for reaching their reading goals. We are moving towards individual student goal folders/binder in some of our K and 1 classes at this time. Strategy's Expected Result/Impact: Students will know where they are at in their current reading ability and begin to plan and work with their teacher on how to improve. By monitoring growth students will see that they can read and reach higher levels of achievement. Staff Responsible for Monitoring: teachers, specialists, administrative team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
<p>Strategy 6: The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p>Strategy's Expected Result/Impact: Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize the gradual release model in class to allow students to work with content in ways that allow them to reach higher levels of complexity. This will be done through the use of multiple resources including test prep resources to allow students to engage with content the way they will see when taking assessments. Having repeated practice in this area will allow students to know how to handle all types of questions including when they are formatted as new item types. Students are in need of direct work and practice with questions and passages that align to higher levels of rigor.</p> <p>Strategy's Expected Result/Impact: Students achievement scores will increase.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Teachers in grades k-2 will have guided reading coaching cycles with Gretchen Childs and our campus instructional specialist to improve our students overall reading ability. Strategy's Expected Result/Impact: Students will grow in their independent reading levels and teachers will grow in their capacity to teach reading effectively. Staff Responsible for Monitoring: specialist, principal, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Beginning with our 3rd grade dyslexic students and students who are below grade level in reading we will offer whisper phones to students so that they can hear themselves as they read their classwork in all subject areas. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Heights will utilize tutors for our students who are below level in reading. These students will be pulled into small groups to work in guided reading and build on their classroom lessons to close gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in reading and smaller gaps in reading for students</p> <p>Staff Responsible for Monitoring: Intervention team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

- 3rd Grade Math 35% to 45%
- 5th - 8th Grade Math 39% to 49%
- Algebra I 41% to 51%





Performance Objective 1: At Heights Elementary, the percentage of students scoring at the meets and masters level will increase









High Priority







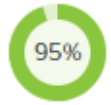

Evaluation Data Sources: Student performance on STAAR Math grades 3 and 4









Summative Evaluation: Significant progress made toward meeting Objective









Next Year's Recommendation: Continue objective

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to increase collaboration, model strategies, show additional ways to teach concepts, and dig into the depth and complexities of our curriculum, teachers will meet together in PLC with at least one member of the leadership team for 1.5 hours per week. During CTMs the 4 PLC questions will be used as an outline for conversations and how to improve student achievement especially for students who have already reached the approaches level of achievement and need to be pushed to higher levels of achievement. The master schedule will continue to accommodate this important professional growth and planning time for teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge and increased student achievement.</p> <p>Staff Responsible for Monitoring: principal and instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Imagine Math based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduced student gaps</p> <p>Staff Responsible for Monitoring: administrative teams, interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue to implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p>Staff Responsible for Monitoring: teachers, administrative team, instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels.</p> <p>Strategy's Expected Result/Impact: Increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet with their students and set math achievement goals for our major assessments and students will understand their current math level and where they are striving to be. Parents will be informed of their students' levels and growth/progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will know where they are at in their current reading ability and begin to plan and work with their teacher on how to improve. By monitoring growth students will see that they can read and reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, specialists, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p>Strategy's Expected Result/Impact: Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize the gradual release model in class to allow students to work with content in ways that allow them to reach higher levels of complexity. This will be done through the use of multiple resources including test prep resources to allow students to engage with content the way they will see when taking assessments. Having repeated practice in this area will allow students to know how to handle all types of questions including when they are formatted as new item types. Students are in need of direct work and practice with questions and passages that align to higher levels of rigor.</p> <p>Strategy's Expected Result/Impact: Students achievement scores will increase.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Heights will utilize small groups and a tutor paid through ESSER funds to support math achievement in the 2nd-4th grades. Strategy's Expected Result/Impact: Increase in student achievement in math and less of a gap in grade level skills for students. Staff Responsible for Monitoring: Intervention team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase the CCMR indicator by 2% each school year.

Evaluation Data Sources: CCMR Indicators

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue objective






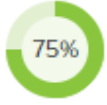


Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.













Performance Objective 2: Heights Elementary will support students in their future by providing opportunities to engage with options for their future.

Evaluation Data Sources: calendars, flyers, event pictures

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue objective





Strategy 1 Details	Reviews			
Strategy 1: Heights Elementary staff will participate in the district's military/college days each Monday. Additionally, we will schedule 2 college/military dress up days for students during the 2023-2024 school year. Strategy's Expected Result/Impact: Students will learn their are many options for colleges or careers if they choose that route for themselves. Staff Responsible for Monitoring: climate/community committee, administrative team Title I: 2.5 - 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	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Heights staff will have a college sign posted next to their work space to show students a variety of college options. Strategy's Expected Result/Impact: Students will learn their are many options for colleges including ones they have never heard of, if they choose that route for themselves. Staff Responsible for Monitoring: Counselors Title I: 2.5 - 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	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: On the morning announcements students will share what they plan to do in the future when they assist with the pledges each day. This will give students the opportunities to explore and think about options like college, careers, or the military. Strategy's Expected Result/Impact: Students will open up to the idea of options for themselves for the future and can think of how they can reach their individual goals. Staff Responsible for Monitoring: principal and homeroom teachers for 4th grade TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Heights will continue to show support for the military path by completing it's yearly Veteran's Day music program. Strategy's Expected Result/Impact: Students will meet and see Military Veteran's and will be able to consider if the military is a path for them. Staff Responsible for Monitoring: Music teacher, administrative team Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Heights Elementary will participate in honoring first responders in November, so that students are aware of potential career opportunities they could have in serving others. Strategy's Expected Result/Impact: Students can add more possible career opportunities to their list of future opportunities. Staff Responsible for Monitoring: office staff, administrative team, and teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				







Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.













Performance Objective 1: At Heights Elementary, our 4 main focus groups (white, Hispanic, African American and High Focus group) will meet or exceed their 2022-2023 performance target for Academic Achievement in reading and math on the 2023 STAAR Assessment.











- High Priority**
- Evaluation Data Sources:** STAAR data
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** continue objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Imagine Math/Reading based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduced student gaps</p> <p>Staff Responsible for Monitoring: administrative teams, interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: We will continue to implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p>Staff Responsible for Monitoring: teachers, administrative team, instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels.</p> <p>Strategy's Expected Result/Impact: increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p>Strategy's Expected Result/Impact: Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Level up students for all grades will work with hands on and real life learning experiences to grow as learners and close their gaps while building relationships with our staff and other students. They will also pre learn major material to help them be more prepared for their incoming grade level. Selection for this program will begin in the spring.</p> <p>Strategy's Expected Result/Impact: close student gaps and increase achievement and build positive connections to the school</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 6 Details		Reviews			
Strategy 6: Heights will utilize tutors for our students who are below level in reading. These students will be pulled into small groups to work in guided reading and build on their classroom lessons to close gaps. Strategy's Expected Result/Impact: Increased student achievement and less gaps for students Staff Responsible for Monitoring: Intervention team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Heights will utilize the Little Free Library and the Book Vending Machine on campus to allow more books to get into students hands. Strategy's Expected Result/Impact: By providing more books for students we hope to encourage them to read and engage in reading with their families which will help them close gaps in reading. Staff Responsible for Monitoring: teachers and intervention team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
Strategy 8: Heights Elementary will continue to conduct 4545 academy during the summer to target individual student gaps in the areas of reading and math. Strategy's Expected Result/Impact: Close gaps associated with STAAR testing and help students prepare for the next grade level. Staff Responsible for Monitoring: intervention team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 9 Details	Reviews			
Strategy 9: Bilingual students will have access to English and Spanish resources to build their skills in both languages. This includes guided reading books, test prep materials, and class materials. Strategy's Expected Result/Impact: Increase our ELL growth and overall achievement. Staff Responsible for Monitoring: Teachers, instructional specialist, bilingual specialist, admin team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: In order to continue to meet the needs of students and close student gaps, we expect our classes to have engaging, hands on activities, specific computer use, specific resource use and for classes to run seamlessly when accessing all of the items we use on a daily basis. Due to the age of our building and storage concerns in our classrooms, teachers will utilize chair pockets at their student desks to house all of the items we need and minimize the waste of instruction time looking for items in other areas of the room. Strategy's Expected Result/Impact: increase the amount of instructional time, reduce transitions, help students gain organizational skills Staff Responsible for Monitoring: classroom teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: At Heights there will be zero students injured by fire, weather related events, or from intruders during the 2022-2023 school year.

Evaluation Data Sources: accident reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: continue objective

Strategy 1 Details	Reviews			
Strategy 1: All staff members are trained on TCISD's Emergency Preparedness Procedures. Students and staff will participate in drills for lockouts, evacuate, fire, shelter and hold. Once per semester students and staff will participate in a Lock Down drill. All classrooms are equipped with a flip book with easy to read safety procedures to use in the event of an emergency. Staff members will use the district emergency app to practice drills and report events. Strategy's Expected Result/Impact: increase in the safety of our students and staff at Heights Staff Responsible for Monitoring: Assistant principal and principal, as well as the district level safety team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Heights staff will monitor who is in the building and stop visitors who do not have badges so that only allowed visitors are present on campus. Suspicious people inside and outside of the campus will be reported. Strategy's Expected Result/Impact: Increase the safety of students and staff Staff Responsible for Monitoring: All campus and district staff members ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Heights Elementary's campus safety monitor will complete door checks throughout the day and will report doors that are broken to the district per TEA guidelines. Strategy's Expected Result/Impact: Increase the safety of students and staff Staff Responsible for Monitoring: campus safety monitor, principal, and district safety team	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: The campus will implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments as seen through PEIMS data.

Summative Evaluation: Significant progress made toward meeting Objective





Next Year's Recommendation: continue objective









Strategy 1 Details	Reviews			
Strategy 1: Each classroom and shared school space will have PBIS language based signage and all expectations will be explicitly taught so that students know how to behave at all times. Strategy's Expected Result/Impact: More positive interactions among students and less campus disruptions Staff Responsible for Monitoring: All campus staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: The campus will decrease the number of discretionary ISS and OSS assignments for the 2023-2024 school year when compared to the 2022-2023 school year.

- Evaluation Data Sources:** Decrease number of discipline referrals in Skyward
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** continue objective

Strategy 1 Details	Reviews			
Strategy 1: The Campus Behavior Coordinator (Asst. Principal) and the ISS Paraprofessional will collaborate to implement a student check-in system where students with specific behavior needs or tendencies receive consistent and frequent check-ins throughout each school day for the purpose of proactively intercepting and preventing discipline issues. Strategy's Expected Result/Impact: Teachers will receive preemptive behavioral assistance with students who have a tendency to engage in negative behaviors that stall instruction and result in classroom removals. Therefore, ISS and OSS placements will decrease as compared to the number of placements in 2022-2023. Staff Responsible for Monitoring: Assistant principal and ISS paraprofessional Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in weekly character education lessons, focusing on the necessary social and emotional skills required of making positive choices in a school setting. Powerpoints, videos, anchor charts, story based texts, collaboration and other models will be used to support student learning and understanding of SEL topics.</p> <p>Strategy's Expected Result/Impact: Students will learn social and emotional skills and use them to assist in self-regulation.</p> <p>Staff Responsible for Monitoring: counselor(s)</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: For individual circumstances where a student may have behaved in a manner which would receive discretionary ISS or OSS, parents will be asked to participate in a "Reverse Suspension" where they "sit in" with their students in the classroom/subject the behavior(s) occur(s).</p> <p>Strategy's Expected Result/Impact: Parents will be required to be more active in the school's responsibility to provide specific consequences for specific behaviors, therefore increasing the parental awareness of the severity of the behaviors and the disruptions caused by the behavior. The parent(s) and the school become more inclined to work together to determine a productive, long-lasting solution to student behavioral needs.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Resolve It counseling service meets with students who have been effected by any of the following as well as other traumatic experiences: parents who are incarcerated, have domestic violence in the household, or are under CPS custody. The licensed psychologist meets with students on a weekly basis to help support their needs. Strategy's Expected Result/Impact: Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior or trauma. Staff Responsible for Monitoring: Counselor and Resolve It psychologist Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Our Core Values in the hallways will reflect both English and Spanish and will be tied to Character education lessons and classroom lesson when applicable. Strategy's Expected Result/Impact: Students will continue to see that our core values are important to every day life and that they impact us in the real word in multiple contexts. Staff Responsible for Monitoring: all staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Our students will receive tokens for our book vending machine when their name is pulled on Friday's for exhibiting our campus core values. Strategy's Expected Result/Impact: Students will continue to show our core values and will choose books that they are interested in to continue to grow a love of reading. Staff Responsible for Monitoring: Intervention team Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details		Reviews			
Strategy 7: Our students will receive certificates and awards to recognize their abilities to uphold our campus core values. We will also conduct a monthly drawing of each core value and reward that student with a small trophy/medal for their success. Strategy's Expected Result/Impact: Students will continue to strive to represent our core values. Staff Responsible for Monitoring: All staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		N/A	N/A	N/A	➔
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>					





Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.













Performance Objective 3: Heights Elementary will implement Character Education and other counseling opportunities that follow our campus core values that include: respect, kindness, integrity, perseverance, ambition, and compassion and allow children to get support they need to become good citizens or care for their social emotional, physical and academic well-being. Powerpoints, anchor charts, models, collaboration, and texts will be used to support student understanding.

Evaluation Data Sources: character ed. lesson plans, walkthroughs, meeting minutes

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Heights will integrate social & emotional learning education and strategies/techniques by participating in the Contentment Foundation. The Contentment Foundation integrates 4 pillars which include mindfulness, community, self-curiosity and contentment & balance. By educating our staff and students in these areas of well being, as a campus we are able to support areas which foster a safe and healthy school climate.</p> <p>Strategy's Expected Result/Impact: Help students regulate their emotions and help their overall mental health development as well as improve the climate in the school using the four pillars.</p> <p>Staff Responsible for Monitoring: Wellness team and counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Heights is partnered with the Houston Food Bank to integrate the Backpack Buddies Program. Through this partnership, Heights is able to provide meals over the weekend for our students and their families which will support their physical health . Backpack Buddies also provides access to food trucks and clothing for families.</p> <p>Strategy's Expected Result/Impact: This will support for our students and families based on their basic needs while also building meaningful relationships with the families in our community.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Heights Elementary will utilize a Social Emotional Counselor 2.5 days a week to help support our students who need character education, small group sessions, lunch bunch and in class support for regulation of their emotions. Giving additional support to our students will help them and their teachers as we continue to grow as learners and as people.</p> <p>Strategy's Expected Result/Impact: We expect that our students will have a decrease in behavior concerns and will better be able to regulate their emotions. Additionally, we feel that the relationships built will help the students to have a better school connection and increase their overall ability at school.</p> <p>Staff Responsible for Monitoring: Counselor and administrative team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.





Performance Objective 4: As compared to the 2021-2022 school year, Heights will improve student attendance to an overall attendance of at least 95%.












High Priority

Evaluation Data Sources: Attendance Data - Skyward and OnDataSuite

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue objective





Strategy 1 Details	Reviews			
Strategy 1: Heights will produce attendance intervention plans for students receiving an attendance letter from Skyward (after reconciliation of dates). Strategy's Expected Result/Impact: The immediate implementation of attendance behavior intervention plans involves the parent early on in the attendance/truancy process. Effective interventions will be put into place prior to the need for the implementation of the truancy process. Staff Responsible for Monitoring: Assistant Principal and registrar Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details		Reviews			
Strategy 2: Students who have no absences and no tardies for the week will have the opportunity to participate in Atten-Dance! This is an initiative that will allow students to get up and dance on Fridays during the morning announcements song. It is a simple and cost-effective way to reward their presence at school. Strategy's Expected Result/Impact: It is a simple and cost-effective way to reward their presence at school that they enjoy. It also spreads campus positivity each Friday. Staff Responsible for Monitoring: Classroom Teachers Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Pop up attendance incentives will begin in October and occur throughout the year. These incentives will allow students who are present to have an immediate reward for being present at school. These will be fun and unique opportunities that students will want to engage in and that they will not know about prior, so that they try to be present more often in case an event occurs! Strategy's Expected Result/Impact: Increase in student attendance and a positive culture and climate boost. Staff Responsible for Monitoring: administrative team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
Strategy 4 Details		Reviews			
Strategy 4: For the 2023-2024 school year, Heights will participate in the pizza attendance program supported by the Lion's Club. Strategy's Expected Result/Impact: Increased attendance rates. Staff Responsible for Monitoring: Teachers, registrar, and ISS paraprofessional Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Heights Elementary will provide classroom computers, Promethean Boards, lap tops, document cameras and content specific software to teachers and students in all classrooms.

- Evaluation Data Sources:** training reports, walkthroughs, TTESS observations, CTM notes
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** continue objective



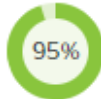





Strategy 1 Details	Reviews			
Strategy 1: Students and staff will have access to Headsprout, Reading A-Z, Summit Learning, Happy Numbers, Waterford and Imagine Reading/Math, in order to meet the varying needs of students in the classroom and during their small group or intervention periods as needed. Strategy's Expected Result/Impact: Students will have targeted support for their individual needs. Staff Responsible for Monitoring: Administrative team, instructional specialist, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the campus poster printer to support tier 1 instruction to increase the use of our HMH reading resources including anchor charts, math notebook and other anchor charts, and modeling of instruction during the gradual release model of teaching. The teachers can also use this printer to design their learning intentions and success criteria area to support our campus visible learning goals. This poster maker will also allow equitable resources to be used for our bilingual/ESL and English classes to occur. During PLC we will also utilize anchor charts, or strategies to be modeled as we would do them in the classroom with students to enhance our teaching and learning at Heights.</p> <p>Strategy's Expected Result/Impact: increased academic achievement in all student groups due to visual supports</p> <p>Staff Responsible for Monitoring: administrators and instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 2: Heights Elementary will utilize the Scholastic Network/TV system and digital signage around campus to promote positive behavior, growth, academic achievement, SEL, and campus events.





- Evaluation Data Sources:** Building walks
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** continue objective













Strategy 1 Details		Reviews			
Strategy 1: Heights will post pictures of students and staff to celebrate growth, use of our core values, as well as important information and reminders for students, parents, and staff to help support a positive culture and climate in the building. Strategy's Expected Result/Impact: a positive climate and culture, a sense of unity, and increased student achievement Staff Responsible for Monitoring: Music teacher Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					













Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.







Performance Objective 1: Heights Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students.

- Evaluation Data Sources:** Weekly walkthroughs, TTESS observations, Renaissance or other BOY/EOY Growth Reports
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** continue objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All staff members are encouraged to self-reflect on their practices and to see professional development opportunities to increase their capacity in the classroom or their individual role. Our campus has a budget to cover the expenses of professional development.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity, improve delivery of instruction, bring new ideas, improved climate and culture and an increase in the strategies to grow our campus and students.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
Strategy 2: When teachers believe that together, they are capable of increasing all student's academic abilities, critical thinking skills, and achievement levels, then it happens. This is the idea behind collective teacher efficacy which is part of our campus' visual learning journey. Collective efficacy is the staff's shared belief that through their collective actions, they can positively influence student outcomes. Collective teacher efficacy has a large effect size on student learning and therefore has been a focus for our campus. Our campus will create a collective resume to learn more about what each of us brings to the table to support students, and we will plan together in PLC and WIN time to grow students and increase student achievement. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Administrative Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given shout outs in the campus weekly newsletter and will be pointed out on our social media page for their hard work and dedication to Heights and our students. Strategy's Expected Result/Impact: Teachers will feel seen and valued by our campus faculty and our families. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: New teachers to the profession will be given a mentor to support them during the school year. Teachers that are new to our campus will receive extra support as they learn how we operate at Heights and in Texas City ISD. Strategy's Expected Result/Impact: Staff will feel that more respected and supported and will hopefully stay on campus and in district longer. Staff Responsible for Monitoring: Principal and district administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: We will continue to have a wellness room for teachers so that they can decompress during the day. The room will have water, calming activities, and comfortable seating so that teachers can calm down, relax, or take a break on their conference time as needed. Strategy's Expected Result/Impact: Teachers will feel that they have a safe space to decompress at work and will better be able to handle their own emotions while working to support our students. Staff Responsible for Monitoring: counselor and administrative team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: New staff to Heights will receive onboard emails prior to the start of school. Strategy's Expected Result/Impact: Teachers and staff will have a better understanding of our campus and our routines and expectations prior to school starting to help them better prepare for the year. Staff Responsible for Monitoring: 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	Jan	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Teachers will engage in coaching cycles with the instructional specialist to support their individual needs/ Strategy's Expected Result/Impact: A growth in teacher capacity. Staff Responsible for Monitoring: Specialist and admin team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 8 Details	Reviews			
Strategy 8: Teachers of students with special needs (specifically Autism) will be given noise-cancelling headphones to help better support their students in their classrooms during reading and math instruction and transitioning around the campus. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.









Performance Objective 1: The campus administrative team, faculty and staff will maintain a positive image with all stakeholder groups throughout the community.

Evaluation Data Sources: PTO notes/documentation, campus event documentation, and community representation on QuEST, community event documentation/evidence, social media presence.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue objective

Strategy 1 Details	Reviews			
Strategy 1: Heights Elementary will utilize our campus Facebook page to inform parents of campus events, shout outs, and other important information in both English and Spanish to help keep all families informed. Strategy's Expected Result/Impact: This strategy will increase family knowledge of our campus so they feel more connected to our school. Staff Responsible for Monitoring: Admin and office team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Heights Elementary will offer family friendly events for all stake holders where the admin team and teachers interact with students and their families including but not limited to: family book fair night, book character costume parade, family math and reading nights, Family Fiesta, and the book pumpkin contest. Strategy's Expected Result/Impact: Increase family engagement on campus. Staff Responsible for Monitoring: committees, administrative team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The campus admin team will support and interact positively with the community during the school day by being out and present to speak with families as well as available at campus and community events that may occur during the year. Strategy's Expected Result/Impact: Increased positive interactions with the community. Staff Responsible for Monitoring: Admin team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.









Performance Objective 1: Heights Elementary will offer opportunities for all parents to engage in their child's education.

Evaluation Data Sources: sign in sheets, conference data, flyers, event photographs and documentation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue objective

Strategy 1 Details	Reviews			
Strategy 1: Heights Elementary will utilize our campus Facebook page to inform parents of campus events, shout outs, and other important information in both English and Spanish to help keep all families informed. Strategy's Expected Result/Impact: This strategy will increase family knowledge of our campus so they feel more connected to our school. Staff Responsible for Monitoring: Sarah Furman, Ashley Knape, Stephanie Drake and Kirstie Guillotte, and Hope Munoz Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Heights Elementary will utilize The Parent Institute, in both English and Spanish, to give our parents and families more specific ways to be involved in their students' lives and how they can help their child academically and social-emotionally each month. Strategy's Expected Result/Impact: Increase student achievement by connecting more parents to specific ways they can support their students. Staff Responsible for Monitoring: Administrators, counselors, front office staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Heights Elementary will send a monthly activity calendar to parents. Strategy's Expected Result/Impact: Increase parent communication so that more parents can be included in school events which will build more home-school connections. Staff Responsible for Monitoring: administrative team and front office Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.









Performance Objective 2: Parents, teachers, and school administration will work together when appropriate to consistently improve student behavior(s).

Evaluation Data Sources: Parent communication logs
Meeting minutes
Behavior Referrals and Skyward "action" documentation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue objective





Strategy 1 Details	Reviews			
<p>Strategy 1: School staff will frequently communicate and collaborate with parents to improve student behavior. Parents will be involved in decisions to implement behavior strategies to directly improve student behavior and indirectly improve achievement.</p> <p>Strategy's Expected Result/Impact: Parents will be educated on the relation between behavior and achievement. Parent responsibility of student behavior will increase and positive student behaviors will increase. Therefore, student achievement will increase.</p> <p>Staff Responsible for Monitoring: All teachers and campus administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
Strategy 2: Positive phone calls, texts, emails, or notes will be sent home within the first 3 weeks of school so that a positive contact can be made with all families. Strategy's Expected Result/Impact: There will be an increase in positive relationships among staff and our families. Staff Responsible for Monitoring: Teachers and administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Heights Elementary will utilize essential standards when planning and mapping units according to the pacing calendars, IFDs, and other district curriculum documents during our PLC meetings. All lessons will be built with the end in mind and teachers will understand their essential skills including the best ways to teach them which could include modeling, collaboration, hands on activities and other engaging practices.

- Evaluation Data Sources:** CTM agendas and lesson plans
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** continue objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will be expected to attend CTM meetings and be able to articulate their essential standards, activities/assessments aligned with their standards and their appropriate Kagan structures based on the district curriculum documents. Strategy's Expected Result/Impact: An increase in student learning and increased teacher capacity. Staff Responsible for Monitoring: Instructional specialist and Admin team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
<p>Strategy 2: The dual language curriculum and training (such as PVR), will be built with consultants in conjunction with classroom teachers to provide the best curriculum and strategies for students to meet or exceed the district and state guidelines while growing students in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Students will speak in both languages while excelling at grade level content.</p> <p>Staff Responsible for Monitoring: dual language team and district bilingual team</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Texas City Independent School District
Kohfeldt Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

Kohfeldt's Mission

We will create a collaborative learning environment built on trust so that all students will reach their fullest potential.

Belief Statements

Every decision should be based on what's best for students.

Significant learning occurs when strong relationships are built.

A classroom environment that is emotionally and physically safe fosters academic achievement.

Cultural diversity should be embraced and everyone should be treated with fairness and respect.

High expectations should be maintained to meet or exceed state standards.

Collaboration builds capacity.

Vision

Kohfeldt's Vision

Inspiration Breeds Success

Table of Contents

Goals	4
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading & STAAR Math will increase each year through June 2024. 3rd Grade Reading 43% to 46% 3rd Grade Math 44% to 48% 4th Grade Reading 38% to 42% 4th Grade Math 40% to 46%	4
Goal 2: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	8
Goal 3: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	11
Goal 4: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	13
Goal 5: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	15
Goal 6: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	19
Goal 7: The District will provide support and encourage parental engagement at all campuses throughout the year.	22
Goal 8: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	24
Campus Funding Summary	26
Addendums	27

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading & STAAR Math will increase each year through June 2024.

- 3rd Grade Reading 43% to 46%
- 3rd Grade Math 44% to 48%
- 4th Grade Reading 38% to 42%
- 4th Grade Math 40% to 46%

Performance Objective 1: The percentage of students that score meets grade level or above on STAAR Reading will increase as follows:

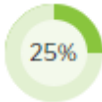

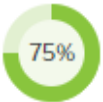

3rd Grade Reading 43% to 46%

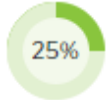











4th Grade Reading 38% to 42%

High Priority

Evaluation Data Sources: MAPS Data
Benchmark Data
STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will utilize retired teachers to tutor small groups with a focus on primary reading skills. Strategy's Expected Result/Impact: Students will show growth in reading levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: We will utilize a reading consultant to train on balanced literacy and model small group instruction. Strategy's Expected Result/Impact: Teachers will be better equipped to conduct DRA and utilize data to drive small group instruction resulting in student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Reading Consultant, Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: UIL clubs will meet 60 minutes weekly and focus on oral reading and spelling. Strategy's Expected Result/Impact: High performing students will be challenged resulting in an increased percentage of students at meets and masters. Staff Responsible for Monitoring: UIL coordinator, principal, assistant principal, UIL coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading & STAAR Math will increase each year through June 2024.

- 3rd Grade Reading 43% to 46%
- 3rd Grade Math 44% to 48%
- 4th Grade Reading 38% to 42%
- 4th Grade Math 40% to 46%

Performance Objective 2: The percentage of students that score meets grade level or above on STAAR Math will increase as follows:





3rd Grade Math 44% to 48%





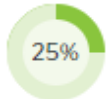







4th Grade Math 40% to 46%

High Priority

Evaluation Data Sources: MAPS Data
 Benchmark Data
 STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

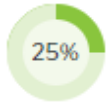

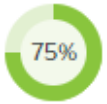





Strategy 1 Details	Reviews			
Strategy 1: Math Interventionist will utilize the math lab daily for intervention of up to 15 students. Strategy's Expected Result/Impact: Diagnostic assessment will drive specific targeted instruction modules through an online resource and teacher intervention. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: UIL clubs will meet 60 minutes weekly focusing on chess puzzle (analyzing skills) and number sense. Strategy's Expected Result/Impact: High performing students will be challenged resulting in an increased percentage of students at meets and masters. Staff Responsible for Monitoring: UIL coordinator, principal, assistant principal, UIL coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Lonestar Learning as a spiraled review every day during the math block. Strategy's Expected Result/Impact: Students will be exposed to all grade level math TEKS within a two week period resulting in less gaps in knowledge. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 1-4 grade Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Identify and monitor the achievement gaps for high achievers to ensure they are exceeding their targets set by MAPS by end of academic year.

Evaluation Data Sources: BOY, MOY, EOY MAPS Scores
Summative Evaluation: Some progress made toward meeting Objective

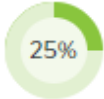







Strategy 1 Details	Reviews			
Strategy 1: Utilize MAPS data to drive small group instruction within the instructional block and WIN time. Strategy's Expected Result/Impact: High achieving students stay at the masters level of STAAR performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Classroom Teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: The academic learning gap will close for EB learners by 15% by end of academic year.

Evaluation Data Sources: Summit K-12 Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Utilize Summit K-12 40 minutes per week. Strategy's Expected Result/Impact: EB students will become more proficient in the English language. Staff Responsible for Monitoring: Principal, Assistant Principal, Bilingual/ESL Teachers Title I: 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					








Goal 2: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 3: Provide additional targeted support for low performing student groups.

High Priority

Evaluation Data Sources: 2023 STAAR Scores
2024 STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

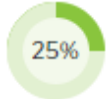







Strategy 1 Details	Reviews			
Strategy 1: Utilize small group instruction and interventionist with a focus on African American students in efforts to meet the expected target in Domain III. Strategy's Expected Result/Impact: African American students will show growth and exceed the expected targets as follows: Math 71 to 78 Reading 63 to 68 Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Interventionists, Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Increase awareness and knowledge/proficiency of how to interface with Navigate 360 App.

Evaluation Data Sources: Navigate 360 usage during drills.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Safety drills will be scheduled and practiced. Strategy's Expected Result/Impact: The staff and students will be trained and have knowledge on how to react during emergency situations. Staff Responsible for Monitoring: District safety and assistant principals.	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 85%	 100%
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 2: Campus will secure a safety monitor to assist with door checks and maintain a safe and secure campus.

Evaluation Data Sources: Door check logs

Summative Evaluation: Exceeded Objective









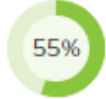



Strategy 1 Details		Reviews			
Strategy 1: Campus Safety Monitor will check doors daily and submit work orders as needed, along with weekly door reports submitted to the safety and security department. Strategy's Expected Result/Impact: Increased safety and locked doors on campus. Staff Responsible for Monitoring: Campus Safety Monitor District Safety and Security		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

















Goal 4: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: By the end of the first semester there will be no more than 50 total office discipline referrals. By the end of the 2023-2024 school year, there will be no more than 100 ODRs.

Evaluation Data Sources: PEIMS Discipline Report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Staff members will hand out tickets to students to reward positive behavior. Each week tickets are randomly drawn for students to receive incentives. Strategy's Expected Result/Impact: Desirable behaviors will increase as a result of PBIS strategies. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: To increase the amount of recognition for positive behavior, teachers will also receive weekly incentives if the ticket they distributed was drawn. Strategy's Expected Result/Impact: Teachers will continue to recognize desirable behaviors among students as a result of the praise/recognition they receive. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS Committee	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The House with the most tickets will receive a celebration monthly, and at the end of the 9 weeks. Strategy's Expected Result/Impact: House Champions will be recognized monthly and at the 9 week award ceremony, resulting in improved behavior. Staff Responsible for Monitoring: Counselor, PBIS Committee	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Monthly students will be recognized for displaying good character. Strategy's Expected Result/Impact: Students will strive to meet Kohfeldt's guidelines for success (CARES). Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Counselor will implement monthly lessons to teach character development. Strategy's Expected Result/Impact: Students will become familiar with Kohfeldt's guidelines for success and strive to align behaviors with these traits. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Counselor will facilitate small groups based on student's psychological, social and behavioral needs. Strategy's Expected Result/Impact: SEL needs of students will be met resulting in less behaviors related to social-emotional health. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: 85% of teachers will commit to return for the following school year.

Evaluation Data Sources: staff intent forms

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Each month committees will deliver a small token of appreciation, encouragement, or tip to school staff. Strategy's Expected Result/Impact: Increased morale Staff Responsible for Monitoring: Committees TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Each month one teacher new to Kohfeldt will receive a Welcome gift. The committee will select one teacher each month and prepare/purchase a welcome gift. Strategy's Expected Result/Impact: Increased morale, sense of belonging Staff Responsible for Monitoring: Committees	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Teacher capacity will be built throughout the school year.

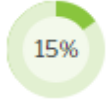







High Priority









Evaluation Data Sources: Feedback & Coaching from walkthroughs & observations.

Collaboration Agendas

Touch Base Conversations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be assigned to fellow teachers to observe and provide reflective feedback each month. Strategy's Expected Result/Impact: Increased teacher capacity. Staff Responsible for Monitoring: Committee. Howell will assign teachers with guidance from Leadership team. Admin will provide coverage (if needed) for classes for observation and a 10 minute reflective feedback conference. Committee will collect reflective feedback forms each month and provide monthly report to admin. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher Support Group. Teachers will be invited to a quarterly meeting to seek supports for classroom instruction, classroom management, or ask procedural questions. Strategy's Expected Result/Impact: Increased support and teacher capacity Staff Responsible for Monitoring: Committee members- Gomez to provide sign-in sheets, invites, and consult support from members not present that we feel might be able to provide support. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 3 Details	Reviews			
Strategy 3: Each nine weeks a teacher support group that includes only teachers will meet to offer support for teachers who participate. Teachers can ask for guidance in areas of their concern. Strategy's Expected Result/Impact: Increased support & teacher capacity Staff Responsible for Monitoring: Gomez--invites, sign in sheets, seek support from additional staff TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Coaching will become an integral part of the campus culture.

Evaluation Data Sources: A-Team Coaching
Coaching/Touch Base Conversations
Campus Walkthroughs

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Member of the A-Team will receive monthly coaching from a PCC. Strategy's Expected Result/Impact: Increased leadership capacity amongst leadership team. Staff Responsible for Monitoring: Campus Principal Funding Sources: PCC Consultant - 211 - Title I - \$7,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff will receive coaching from a PCC by teacher request. Strategy's Expected Result/Impact: All staff will have access to professional coaching to develop leadership capacity. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Create an inclusive and supportive environment for all teachers to express their creativity using campus activities and teacher recognition.

Evaluation Data Sources: Picture of events and the amount of participants.

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Sponsor events using culture and climate funds that we receive from teachers and staff. Strategy's Expected Result/Impact: We expect to see teachers being motivated to participate in school related activities. Staff Responsible for Monitoring: Teachers and Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Kohfeldt Leadership team will deliver yard signs to the students of the month. They will be placed in the students' yards by the leadership team. Strategy's Expected Result/Impact: The community will notice the positive signage the school is providing. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 2: Increase teacher participation in campus activities.

Evaluation Data Sources: Sign ups logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will use incentives, flyers to get attention, and name drawings. Strategy's Expected Result/Impact: We expect at least 90% of participation. Staff Responsible for Monitoring: Principals and teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Clubs will be hosted twice per month on Wednesdays to include clubs/events based on student interest as well as UIL activities. Strategy's Expected Result/Impact: Students will feel a stronger connection to school by participating in an extracurricular activity such as UIL or a club of their choice. Students will perform at higher levels as a result of UIL events. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 3: Students will be exposed to read alouds on a daily basis and have access to the videos throughout the year.

Evaluation Data Sources: Counselor tracking sheet, pictures/comments on Campus Facebook page

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Staff reads bedtime stories to students on Facebook. Strategy's Expected Result/Impact: Increase positive imaging of the school. Provide students a way to hear a story read to them. Staff Responsible for Monitoring: Admin, Canfield Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 50%	<div><div></div></div> 65%	<div><div></div></div> 85%	<div><div></div></div> 100%
<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 7: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Collaborate with outside entities to maximize parent and community involvement throughout the year.

Evaluation Data Sources: Involvement of outside entities in community events.

Summative Evaluation: Significant progress made toward meeting Objective

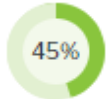
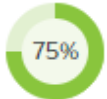






Strategy 1 Details	Reviews			
Strategy 1: Involve local businesses in our family events to strengthen the community. Strategy's Expected Result/Impact: Create stronger connections within the community. Staff Responsible for Monitoring: Principal and Assistant Principal Committee Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 7: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 2: Build strong and effective partnerships with families that can help children and families thrive.

Evaluation Data Sources: Increased student achievement and parental support.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: By the end of the school year we will have 4 or more family events that involve various activities for family's and staff members to bond. Strategy's Expected Result/Impact: Parents will be engaged in their child's learning and have a positive connection with the campus. Staff Responsible for Monitoring: All Staff Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: By the end of the 2024 school year, 100% of teachers will understand how to effectively plan for instructional units.

Evaluation Data Sources: Canvas Pages
Evaluations & Walkthroughs









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: We will use dedicated time during collaboration to unpack the standards. Strategy's Expected Result/Impact: Teachers will have a deeper understanding of how to utilize the TEKS to drive instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assist during planning time to look at planning guides and provide support for resources. Strategy's Expected Result/Impact: Teachers will know and understand available resources and how to implement them into instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will model lessons during collaboration time to ensure that student receive aligned instruction. Strategy's Expected Result/Impact: Learning from one another to improve instructional delivery. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 2: During the 2023-2024 school year, we will provide Professional development 6 times throughout the school year focused on district and campus purchased online resources.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: During collaboration or extended Wednesday meetings, the staff will be trained on running reports and gathering data from various online resources. Strategy's Expected Result/Impact: Teachers will become familiar with how to effectively utilize resources provided. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Texas City Independent School District
Manuel Guajardo Jr. Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Cultivating Kindness & Creating Lifelong Learners

Vision

The community of Guajardo Elementary is committed to be student-centered,
where the uniqueness and whole development of each child is nurtured
in a shared partnership with caring, creative staff, parents and community.

Core Beliefs

Everyone must be treated with dignity and respect

Students should be taught the skills and behaviors necessary for success

Staff members should encourage motivation through positive interactions and building relationships with students

Student misbehavior provides a teaching opportunity

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd-4th Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	18
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd-4th Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	24
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	29
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	30
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	32
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	35
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	40
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	41
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	47
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	49
Campus Funding Summary	52

Comprehensive Needs Assessment

Demographics

Demographics Summary

Guajardo Elementary School is a Title I campus that serves approximately 535 students in grades kindergarten through fourth grade. The diverse student population has remained relatively consistent over the last four years. However, there has been a slight decrease in the White population each school year. The economically disadvantaged rate has increased slightly from the previous school year as the special education population has increased dramatically. Over the years, there are slightly more male students than female. The attendance rate of 93.07% is significantly lower than previous years. PEIMS reported discipline data revealed an increase from seventeen incidents in 2021-2022 to seventy-three in 2022-2023.

Enrollment	
2018-2019	527
2019-2020	520
2020-2021	507
2021-2022	502
2022-2023	532

Gender	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	48.58%	50.77%	47.53%	46.02%	45.86%
Male	51.42%	49.23%	52.47%	53.98%	54.14%

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
African American Students	15.75%	18.08%	16.96%	17.93%	19.55%
Hispanic Students	40.42%	38.85%	43.98%	43.43%	46.24%
White	39.28%	38.46%	34.12%	33.86%	28.95%
American Indian	0%	0.38%	0%	0%	0%
Asian	0.95%	0.96%	0.79%	0.60%	0.75%

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Two or more races	3.61%	3.27%	4.14%	4.18%	4.51%

Student Groups	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Economically Disadvantaged	83.11%	75.19%	78.11%	73.71%	75.75%
English as a Second Language	1.14%	1.92%	1.18%	1%	1.88%
Migrant	0%	0%	0%	0%	0%
Special Education	8.73%	11.54%	12.34%	21.31%	23.12%
At-Risk	22.96%	52.88%	37.48%	35.66%	30.26%
Gifted and Talented	4.55%	6.54%	7.69%	8.57%	7.71%

Absences	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1 st Six Weeks	588 96.07%	604 95.65%	818 93.46%	960 92.27%	813 94.17%
2 nd Six Weeks	732 95.22%	617 95.08%	569 95.33%	840 94.01%	1,108 91.69%
3 rd Six Weeks	592 95.25%	631 94.74%	459 95.7%	882 92.63%	1,196 92.52%
4 th Six Weeks	717 95.13%	1,058 95.19%	659 96.29%	1,401 91.71%	1,017 94.05%
5 th Six Weeks	1,017 94.34%		719 95.84%	1,018 93.16%	1,138 92.98%
6 th Six Weeks	827 94.99%		745 95.41%	1,040 93.22%	1,325 93%
Total	95.17%	96.78%	95.34%	92.83%	93.07%

Discipline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1 st Six Weeks	3 0.55%	3 0.55%	0 0%	1 0.2%	1 0.19%
2 nd Six Weeks	12 2.22%	10 1.49%	0 0%	1 0.19%	3 0.55%
3 rd Six Weeks	13 2.46%	3 0.57%	3 0.39%	2 0.2%	4 0.74%
4 th Six Weeks	10 1.87%	11 1.69%	1 0.19%	0 0%	17 1.81%
5 th Six Weeks	18 3.33%		2 0.39%	10 1.39%	24 3.26%
6 th Six Weeks	14 2.62%		1 0.2%	3 0.4%	24 3.87%

Demographics Strengths

Guajardo Elementary has a steady enrollment with a diverse population that reflects our community. The low teacher turnover rate is attributed to the family atmosphere on campus. Kindness is emphasized to instill young learners to collaborate with different types of people.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rate of 93.07% in 2022-2023 was below 2018-2019, 2019-2020, and 2020-2021. **Root Cause:** Lack of parent education about the benefits of regular school attendance and effectiveness of student attendance incentives.

Problem Statement 2 (Prioritized): The ethnicity of the teaching staff does not reflect the diversity of the student population. **Root Cause:** Campus lacks the ability to attract quality teacher applicants that reflect the diversity of the student population.

Student Learning

Student Learning Summary

For the 2022-2023 school year, the state has not released the accountability report for campuses.

Grade 3 Mathematics	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	70%	91%	42%	59%	21%	33%
Hispanic	66%	95%	35%	51%	15%	24%
African Americans	54%	82%	25%	36%	10%	27%
White	82%	91%	55%	73%	30%	27%
Special Education	41%	71%	18%	29%	8%	12%

Grade 4 Mathematics	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	69%	77%	41%	51%	23%	24%
Hispanic	65%	74%	35%	47%	17%	23%
African Americans	70%	71%	39%	35%	20%	6%
White	80%	80%	55%	59%	33%	30%
Special Education	36%	47%	16%	19%	7%	6%

Grade 3 Reading	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	77%	76%	50%	50%	20%	18%
Hispanic	72%	77%	44%	53%	15%	19%
African Americans	67%	57%	38%	39%	12%	17%
White	86%	85%	62%	45%	27%	15%
Special Education	47%	43%	20%	17%	6%	4%

3rd Grade Expository Composition Writing

	0	1	2	3	4	5	6	7	8	9	10
State	42%	3%	9%	6%	18%	6%	5%	4%	4%	2%	1%
Campus	46%	4%	9%	8%	13%	4%	3%	5%	4%	5%	0%

Grade 4 Reading	Approaches		Meets		Masters	
	State	Campus	State	Campus	State	Campus
All Students	78%	77%	47%	34%	21%	18%
Hispanic	73%	80%	40%	31%	15%	11%
African Americans	68%	56%	34%	11%	12%	0%
White	86%	83%	60%	44%	30%	31%
Special Education	47%	45%	17%	6%	5%	3%

4th Grade Expository Composition Writing

	0	1	2	3	4	5	6	7	8	9	10
State	46%	4%	9%	4%	8%	7%	7%	8%	8%	3%	2%
Campus	51%	5%	7%	4%	11%	6%	3%	5%	3%	4%	2%

Student Learning Strengths

- STAAR Performance Rates at Approaches Grade Level is at or above the district and state averages for 3rd Grade Math.
- STAAR Performance Rates at Approaches, Meets, and Master Level is above the district averages for 3rd and 4th grade.
- STAAR Performance Rates at Meets Grade Level is at or above the state averages for 3rd Reading and Math.
- On 3rd Grade STAAR Math, all subgroups (Hispanic, African Americans, White, and Special Education) exceeded the state averages for approaches performance levels.
- On 3rd Grade STAAR Math, African American and Hispanic students exceeded the state averages for Meets and Master Levels,
- On 3rd Grade STAAR Math, Special Education students exceeded the state averages for Master Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On 3rd Grade STAAR Reading, White students scored lower than state averages for All Students in meets and masters performance level (-17% meets and -12% masters). **Root Cause:** Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 2 (Prioritized): On 3rd Grade STAAR Expository Composition Writing, 46% of students on campus scored a 0 compared to the state average of 42%. **Root Cause:** Lack of instructional techniques and student exposure to extended constructive responses.

Problem Statement 3 (Prioritized): On 3rd Grade STAAR Math, White students scored lower than state averages for All Students in meets and master performance level (-7% meets and -11% masters). **Root Cause:** Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 4: On 4th Grade STAAR Reading, All Students, African Americans, and Special Education students were below the state averages for approaches, meets, and masters performance level. **Root Cause:** Strategic interventions and instructional techniques were not focused subgroups.

Problem Statement 5: On 4th Grade STAAR Expository Composition Writing, 51% of students on campus scored a 0 compared to the state average of 46%. **Root Cause:** Lack of instructional techniques and student exposure to extended constructive responses.

Problem Statement 6: On 4th Grade STAAR Math, All Students, Hispanic, African Americans, and Special Education students scored lower than the state averages for approaches, meets, and masters performance levels. **Root Cause:** Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 7: Number of students with dyslexia continue to grow and need additional support. **Root Cause:** Our campus shares a dyslexia teacher with another campus.

Problem Statement 8: Number of special education students has increased with limited number of special education staff. **Root Cause:** There is a lack of inclusion paraprofessionals and special education teachers to service inclusion and resource students.

School Processes & Programs

School Processes & Programs Summary

Sound decisions regarding planning, adjusting, and delivering instruction is based upon data. Weekly professional learning community meetings with each grade level are held with the Instructional Specialist and Principal. The following four critical questions of an effective PLC process was a focus during the common meeting times: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Some common formative assessments were analyzed the next school day to identify student strengths and weaknesses along with growth.

Teachers are expected to inform students about their reading levels and set reading goals with the students. All students who failed 3rd STAAR Reading and/or Math received small group interventions as outlined in HB4545. Kindergarten students struggling with phonics received small group instruction from the music and computer lab teacher.

Teacher clarity on learning intentions and success criteria continued to be a focus on campus along with the Learning Pit. Extended Wednesdays were devoted to the effective uses of Kagan Structures which were facilitated by teachers and administrators. New teachers participated in the New Teacher Academy that was organized by the district. On campus, mentor teachers were assigned to help guide new teachers during their first year of teaching.

Our third and fourth grade students have an opportunity to join the after school dance club. The honor choir meets after school and participates in numerous performances throughout the school year.

School Processes & Programs Strengths

- Weekly CTM meetings focused on the four critical questions.
- Campus administrators have specific job descriptions and key duties. Appraisal schedule is determined before the start of the school year.
- Professional development was embedded in CTM and Extended Wednesday meetings.
- District scope and sequence is aligned to the TEKS which includes readiness standards for all tested grade levels and subject areas. Assessment and flex days are built into the district calendar.
- Monthly vertical alignment meetings ensured that the written, taught, and assessed curriculum were aligned.
- All teachers are invited to attend team leader meetings to create additional leadership opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Limited selection criteria and protocol which is aligned to the campus vision, mission, values, and goals. **Root Cause:** Lack of time to establish criteria and have interviewers demonstrate a lesson.

Problem Statement 2 (Prioritized): Lack of ongoing recruitment relationships and internship programs with universities that include sources for high-quality candidates. **Root Cause:** Lack of time to form relationships with universities to effectively supervise teaching interns.

Problem Statement 3 (Prioritized): All stakeholders are unable to recite the campus mission and vision statements. **Root Cause:** Lack of visibility of the campus mission and vision statements.

Perceptions

Perceptions Summary

The focus for the 2022-2023 school year was to continue building strong relationships with students, parents, and among the faculty and staff. The vision statement of Cultivating Kindness and Creating Life Long Learners was adopted five years ago. Students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. One goal is to create a safe, civil, and productive learning environment by reducing barriers to learning and increase motivation to achieve. All staff members strive to greet all students in the mornings as they arrive to school. Character lessons are provided during morning announcements and twice a week in rotation by the school counselor. The campus climate committee plans monthly on and off campus events for faculty and staff. During the campus needs assessment, staff indicated a need to improve communication through a weekly staff newsletter that includes dates of upcoming events. Most teachers utilized a communication app with their families as well as a weekly newsletter and daily folders. There were face to face PTO meetings and campus wide family engagement events.

Perceptions Strengths

- 96% of staff have a clear understanding of their role and responsibilities in an emergency situation.
- 95% of staff feel like the campus administrator is approachable.
- 93% of staff feel that celebration of student success is an integral part of the school culture.
- 91% of parents feel comfortable with campus administrators.
- 93% of parents feel comfortable at school.
- 91% of parents feel that the non-teaching staff at school are helpful and friendly.
- 100% of parents feel that the nurses' clinic meets their child's needs.
- 88% of parents had conferences with their child's teacher in person, by computer, or by phone that met their needs.
- 93% of students feel accepted for who I am by the teachers.
- 88% of students feel that the teachers understand what they are teaching.
- 85% of students feel safe in their classrooms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The online survey indicated that 74% of parents felt that the disciplinary policies and procedures are fair and equally enforced. **Root Cause:** Disciplinary policies and procedures are not known by all stakeholders.

Problem Statement 2 (Prioritized): The online survey indicated that 21% of staff disagree or strongly disagree that the school has a consistent approach to address behavior management and discipline. **Root Cause:** Disciplinary procedures are not known by staff.

Problem Statement 3 (Prioritized): The online survey indicated that 51% of staff feel the school does not have a consistent approach to address behavior and discipline. **Root Cause:** There are unclear campus behavior procedures.

Problem Statement 4: The online survey indicated that 50% of staff did not have systems for identifying and helping students with behavior issues. **Root Cause:** Lack of understanding with MTTS process for behavior and interventions.

Problem Statement 5: The online survey indicated that 42% of students were unsure if their teacher contacted their parents to let them know what and how they are doing at school.

Root Cause: Families may not have conversations with their child about teacher contacts.

Priority Problem Statements

Problem Statement 1: Campus attendance rate of 93.07% in 2022-2023 was below 2018-2019, 2019-2020, and 2020-2021.

Root Cause 1: Lack of parent education about the benefits of regular school attendance and effectiveness of student attendance incentives.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The ethnicity of the teaching staff does not reflect the diversity of the student population.

Root Cause 2: Campus lacks the ability to attract quality teacher applicants that reflect the diversity of the student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: On 3rd Grade STAAR Reading, White students scored lower than state averages for All Students in meets and masters performance level (-17% meets and -12% masters).

Root Cause 3: Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: On 3rd Grade STAAR Math, White students scored lower than state averages for All Students in meets and master performance level (-7% meets and -11% masters).

Root Cause 4: Strategic interventions and instructional techniques were focused on increasing student achievement at the approaches level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: On 3rd Grade STAAR Expository Composition Writing, 46% of students on campus scored a 0 compared to the state average of 42%.

Root Cause 5: Lack of instructional techniques and student exposure to extended constructive responses.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Limited selection criteria and protocol which is aligned to the campus vision, mission, values, and goals.

Root Cause 6: Lack of time to establish criteria and have interviewers demonstrate a lesson.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of ongoing recruitment relationships and internship programs with universities that include sources for high-quality candidates.

Root Cause 7: Lack of time to form relationships with universities to effectively supervise teaching interns.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: All stakeholders are unable to recite the campus mission and vision statements.

Root Cause 8: Lack of visibility of the campus mission and vision statements.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The online survey indicated that 51% of staff feel the school does not have a consistent approach to address behavior and discipline.

Root Cause 9: There are unclear campus behavior procedures.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The online survey indicated that 21% of staff disagree or strongly disagree that the school has a consistent approach to address behavior management and discipline.

Root Cause 10: Disciplinary procedures are not known by staff.

Problem Statement 10 Areas: Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd-4th Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%

Performance Objective 1: Increase the percentage of 3rd and 4th grade students that score meets grade level of above on STAAR Reading. The percentage of 3rd grade students will increase from 50% to 52% and 4th grade will increase from 34% to 37%.

Evaluation Data Sources: 2024 STAAR Reading Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Discuss the following four critical questions in weekly Collaborative Team Meetings (CTM): What do we want all students to know? How will we know if each student has learned it? How will we respond when some students have not learned it yet? How will we extend the learning for students who have demonstrated proficiency?</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and Tier 2 interventions as well as provide extension activities</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
Strategy 2: Utilize data tracking to monitor student progress and growth using the following screeners and assessments: MAP (BOY, MOY, EOY), TX-KEA, running records, CBAs, Benchmarks, and/or grade level developed common formative assessments. Monitor student learning by analyzing data in CTM meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction. Strategy's Expected Result/Impact: Creates sense of urgency focused on targeted instruction for students Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct individual student goal setting conferences. After running records, unit assessments, CBAs, Benchmarks, and/or grade level common formative assessments, discuss level of mastery and/or growth by comparing results to reading goal and adjust goal as needed. Strategy's Expected Result/Impact: Encourages students to take responsibility for their own learning Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop and implement lessons that use high-yield instructional strategies that promote learning for all students including but not limited to Kagan structures and Lead4ward Play List. Strategy's Expected Result/Impact: Increases student engagement, promotes cooperation, and improves communication skills Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement SOAR time in K-4 Monday through Thursday for 30 minutes to provide all students with specific skill supports and enrichments in reading using various staff members and certified retired teachers. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Certified Retired Teachers - 211 - Title I - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Improve Tier 1 reading instruction utilizing teacher clarity by posting, stating, and reviewing learning intentions and success criteria. Strategy's Expected Result/Impact: Focus on essential skills while increasing student understanding of what they are learning along with how they know if they are successful Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Implement reading common formative assessments throughout a unit of study to guide decisions about reteaching concepts whole group and/or small group targeted instruction. Develop and post grade level and/or classroom S.M.A.R.T. Goal. Strategy's Expected Result/Impact: Engage students in their learning and improve student achievement Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize Lowman Education digital resources to target 3rd and 4th grade reading skills. Strategy's Expected Result/Impact: Increase the percentage of students at the Meets or Masters Level on Math STAAR Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Accelerate learning of struggling students by introducing new concepts in small group prior to the whole group lesson. Strategy's Expected Result/Impact: Improve student's prerequisite skills to strengthen their background knowledge Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details		Reviews			
Strategy 10: Utilize the Learning Pit for students to be aware of their own learning and understand where they are in the learning process. Strategy's Expected Result/Impact: Assists students in overcoming challenges and improve problem-solving strategies Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: Conduct guided reading groups with students reading below grade level everyday. Strategy's Expected Result/Impact: Increase number of students reading at or above grade level Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Leveled Guided Reading Books - 211 - Title I - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 12 Details		Reviews			
Strategy 12: Provide digital or printed level take home readers for K-4 students and provide biweekly incentive card to reward K-1 students reading efforts. Strategy's Expected Result/Impact: Improve student's reading level, fluency, and comprehension Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Reading Rewards - 199 - General Fund - \$350		Formative			Summative
		Nov	Jan	Mar	June

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

- 3rd-4th Grade Math 35% to 45%
- 5th - 8th Grade Math 39% to 49%
- Algebra I 41% to 51%

Performance Objective 1: Increase the percentage of 3rd and 4th grade students that score meets grade level or above on STAAR Math. The percentage of 3rd graders will increase from 48% to 51% and 4th grade will increase from 37% to 41%.





Evaluation Data Sources: 2024 STAAR Math Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Discuss the following four critical questions in weekly Collaborative Team Meetings (CTM): What do we want all students to know? How will we know if each student has learned it? How will we respond when some students have not learned it yet? How will we extend the learning for students who have demonstrated proficiency?</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and Tier 2 interventions as well as provide extension activities</p> <p>Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
Strategy 2: Utilize data tracking system to monitor student progress and growth using the following screeners and assessments: MAP (BOY, MOY, EOY), CBAs, Benchmarks, and/or grade level developed common formative assessments. Monitor student learning by analyzing data in CTM meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction. Strategy's Expected Result/Impact: Creates sense of urgency focused on targeted instruction for students Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct individual student goal setting conferences. After unit assessments, CBAs, Benchmarks, and/or grade level common formative assessments, discuss level of mastery and/or growth by comparing results to math goal and adjust goal as needed. Strategy's Expected Result/Impact: Encourages students to take responsibility for their own learning Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop and implement lessons that use high-yield instructional strategies that promote learning for all students including but not limited to Kagan structures and Lead4ward Play List. Strategy's Expected Result/Impact: Increases student engagement, promotes cooperation, and improves communication skills Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Implement SOAR time in K-4 Monday through Thursday for 30 minutes to provide all students with specific skill supports and enrichments in math using various staff members and certified retired teachers. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Certified Retired Teachers - 211 - Title I - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Improve Tier 1 math instruction utilizing teacher clarity by posting, stating, and reviewing learning intentions and success criteria. Strategy's Expected Result/Impact: Focus on essential skills while increasing student understanding of what they are learning along with how they know if they are successful Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Implement math common formative assessments throughout a unit of study to guide decisions about reteaching concepts whole group and/or small group targeted instruction. Develop and post grade level and/or classroom S.M.A.R.T. Goal. Strategy's Expected Result/Impact: Engage students in their learning and improve student achievement Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize Lowman Education digital resources to target 3rd and 4th grade math skills. Strategy's Expected Result/Impact: Increase the percentage of students at the Meets or Masters Level on Math STAAR Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Accelerate learning of struggling students by introducing new concepts in small group prior to the whole group lesson. Strategy's Expected Result/Impact: Improve student's prerequisite skills to strengthen their background knowledge Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Utilize the Learning Pit for students to be aware of their own learning and understand where they are in the learning process. Strategy's Expected Result/Impact: Assists students in overcoming challenges and improve problem-solving strategies Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Increase math academic vocabulary and problem solving skills using word walls, flash cards, and interactive journals. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase students awareness of college, career, and the military opportunities.





Strategy 1 Details	Reviews			
Strategy 1: Invite parents, community business workers, and military recruiters to share information about their careers. Strategy's Expected Result/Impact: Increase awareness of the different types of careers Staff Responsible for Monitoring: Campus Social Studies Committee Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Celebrate Fist Bumps with First Responders by inviting first responders to greet students at arrival time and eat breakfast with them. Strategy's Expected Result/Impact: Increase career awareness Staff Responsible for Monitoring: Campus Social Studies Committee TEA Priorities: Connect high school to career and college Funding Sources: Breakfast for First Responders - 199 - General Fund - \$200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Show support for the military path by completing a Veteran's Day Program. Strategy's Expected Result/Impact: Increase awareness of military careers Staff Responsible for Monitoring: Campus Social Studies Committee, Music Teacher, and Administrators Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the meets or exceeds Growth Status targets in Domain III: Closing the Gaps.

Evaluation Data Sources: 2024 STAAR Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: Include TEKS snapshot with past trends, importance vocabulary, multiple ways tested, and anticipated misconceptions in CTM. Strategy's Expected Result/Impact: Increase understanding of TEKS to improve math and reading instructional strategies Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify targeted students who are not growing in math and close to moving from approaches to meets or meets to masters to receive small group instruction during SOAR time on Monday through Thursday for 30 minutes to focus on specific skills based upon data. Strategy's Expected Result/Impact: Increase number sense, computation skills, and math problem-solving skills Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Strategically plan intentional interventions for specific subgroups based on student strengths and weaknesses using iReady, Progress Learning, Headsprout, Waterford, Imagine, Moby Max, BrainPOP, BrainPOP Jr., and/or Zearn. Strategy's Expected Result/Impact: Increase number of students at meets and masters performance level Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide targeted small group accelerated instruction for students who did not pass 3rd STAAR Math and Reading as outlined in HB 4545. Strategy's Expected Result/Impact: Improve student learning and increase student growth on state assessment Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Interventionists, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: After school or Saturday School Tutors - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Increase security and safety measures on campus in order to provide a safe and secure learning environment for all stakeholders.

Evaluation Data Sources: Raptor Records and Security Audit(s)

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Raptor System to check in visitors with a state issued ID in order to receive a visitor's tag. Escort anyone to the front office or contact front office if anyone is in the building without a visitor's tag. Strategy's Expected Result/Impact: Eliminate unauthorized visitors on campus Staff Responsible for Monitoring: Campus Administrators, Front Office Staff, SRO, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Standard Response Protocols from "I Love U Guys" to conduct emergency drills throughout the school year (hold, secure, lockdown, evacuate, and shelter). Strategy's Expected Result/Impact: Provides consistent shared language for quick actions in an emergency situation Staff Responsible for Monitoring: Campus Administrators, SRO, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize Navigate 360 to report and respond to emergency drills and situations. Strategy's Expected Result/Impact: Empowers staff to be proactive in emergencies Staff Responsible for Monitoring: Campus Administrators, SRO, Faculty and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Verify early dismissal requests match up with student's emergency contact list in Skyward. Strategy's Expected Result/Impact: Increase student safety Staff Responsible for Monitoring: Office Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Weekly checks and documentation of outside campus doors leading. Strategy's Expected Result/Impact: Increase safety and security Staff Responsible for Monitoring: Campus Safety Officer	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Implement the Watch D.O.G.S. (Dads of Great Students) program to monitor the hallways, cafeteria, common areas, recess, and classrooms. Strategy's Expected Result/Impact: Increase staff and student safety as well as increase family engagement Staff Responsible for Monitoring: Campus Administrators and Parent Liaison	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 2: Reduce the number of accidents on campus from the previous school year.

Evaluation Data Sources: Accident Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure 100% of the faculty and staff complete all assigned trainings in Vector Employee Online Training. Strategy's Expected Result/Impact: Decrease number of accidents and reduce staff absences due to accidents Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<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 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.





Performance Objective 1: Increase the number of student utilizing socially appropriate problem solving skills.

High Priority

Evaluation Data Sources: PEIMS Discipline Data and Bullying Incident Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement campus wide character education instruction for K-4 students using Purposefull People by Character Strong. The program focuses on the following character traits: courage, perseverance, honesty, respect, gratitude, responsibility, cooperation, creativity, and empathy. Strategy's Expected Result/Impact: Decrease the number of office referrals that result in ISS and OSS assignments Staff Responsible for Monitoring: Campus Administrators, School Counselor, and Classroom Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement character education class in the rotation schedule to provide social skills training based upon the topic of the month or classroom needs. Strategy's Expected Result/Impact: Decrease the number of office referrals and student misbehavior Staff Responsible for Monitoring: SEL and School Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize social emotional learning lessons on the Quaver program in music. Strategy's Expected Result/Impact: Decrease the number of office referrals and student misbehavior Staff Responsible for Monitoring: Music Teacher Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide small group and individual counseling services to students using the school counselor, SEL counselor, and Resolve It program along with offering resources to families such as TCHAT through UTMB. Strategy's Expected Result/Impact: Decrease bullying incident reports and student misbehavior Staff Responsible for Monitoring: School Counselor, SEL Counselor, and Resolve It Licensed Therapist Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement activities to celebrate Bullying Prevention Month, Red Ribbon Week, Unity Day, Random Acts of Kindness Day, and the Great Kindness Challenge. Strategy's Expected Result/Impact: Decrease the number of discipline referrals Staff Responsible for Monitoring: Campus Administrators, School Counselor, and Staff Members Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Red Ribbon Supplies - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details		Reviews			
Strategy 6: Utilize the Campus Threat Assessment Team as needed to address an individual student's emotional needs by creating a plan to prevent future incidents. Strategy's Expected Result/Impact: Provide struggling students with support to prevent future acts of violence Staff Responsible for Monitoring: Campus Administrators, School Counselor, Campus Threat Assessment Team, and Staff Members Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Implement a campus-wide and classroom behavior management system to allow diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of office referral and student misbehavior





Strategy 1 Details	Reviews			
Strategy 1: Create PBIS Handbook with campus wide expectations, behavior levels, rewards, and consequences. Strategy's Expected Result/Impact: Decrease office referrals and student misbehavior Staff Responsible for Monitoring: PBIS Committee and Administrators Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a check-in and check-out system where students with specific behavior needs receive frequent feedback to prevent discipline issues. Strategy's Expected Result/Impact: Decrease office referrals and student misbehavior Staff Responsible for Monitoring: Administrator and ISS Paraprofessional Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use positive Eagle Bucks, office referrals, daily morning announcements, brag tags, and monthly character rally to celebrate the "Eagle of the Month" to encourage positive student behavior. Strategy's Expected Result/Impact: Improve school-wide behavior Staff Responsible for Monitoring: Campus Administrators, Counselors, and PBIS Committee Title I: 2.6 Funding Sources: Eagle of the Month Yard Signs - 199 - General Fund - \$500, Brag Tags - 199 - General Fund - \$1,200, PBIS Store - 199 - General Fund - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Increase student achievement and prepare students for a digital world through the use of technological applications on district issued devices.

Evaluation Data Sources: On-Line Program Reports, Walkthroughs, and Lesson Plans





Strategy 1 Details	Reviews			
Strategy 1: Utilize headphones and mouse with educational software programs to increase K-4 student engagement and provide individualized instruction. Software programs include iReady, Progress Learning, Reading Horizons, Moby Max, Waterford, Imagine Learning, BrainPOP, BrainPOP, Jr. and Zearn. Strategy's Expected Result/Impact: Enable students to take responsibility for their own learning and increase student engagement Staff Responsible for Monitoring: Classroom Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Headphones - 211 - Title I - \$5,000, Mice - 211 - Title I - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for student to access online assessments in order to transition to electronic state assessment by utilizing STAAR Master, iReady, and campus/district created assessments in Aware (K-4). Strategy's Expected Result/Impact: Increase student performance on STAAR Reading and Math Assessments Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
Strategy 1: Participate in job fairs. Strategy's Expected Result/Impact: Increase quality of new hires Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Table Decorations and Treats - 199 - General Fund - \$250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a clear selection criteria and protocols that are aligned with the school's vision, mission, values, and goals which include standard interview questions and rubrics. Strategy's Expected Result/Impact: Increase competence in selection and assigning of newly hired applicants Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide teachers new to the profession or new to the district with experienced campus mentors who are trained and demonstrate a high level of professional competency. New teachers to the profession will attend the New Teacher Academy throughout the school year. Strategy's Expected Result/Impact: Increase teacher capacity and retain competent teachers Staff Responsible for Monitoring: Campus Administrators and Campus Mentors ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Enhance campus morale and explore a variety of ways to improve the sense of belonging by implementing monthly Throw Down Thursday, monthly staff off campus events, and random treats from the campus administrators. Strategy's Expected Result/Impact: Increase school climate Staff Responsible for Monitoring: Campus Administrators, School Secretary, and Climate Committee ESF Levers: Lever 3: Positive School Culture Funding Sources: Treats for Faculty and Staff - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Recognize outstanding contributions of staff members on weekly staff newsletters and highlight on social media. Strategy's Expected Result/Impact: Increase staff member morale Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Develop highly qualified and effective staff through on-going professional development.

Evaluation Data Sources: Staff Surveys, Professional Development Evaluations, and Teacher Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Campus QuEST Committee, Team Leaders, Instructional Leadership Team, and Staff Members to identify specific training opportunities to meet campus needs. Strategy's Expected Result/Impact: Increase teacher capacity through learning opportunities Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Interventionists TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly walkthroughs and provide effective coaching strategies to give constructive feedback in order to increase the effectiveness of classroom instruction. Strategy's Expected Result/Impact: Increase teacher capacity and improve instruction Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Completion of Science of Teaching Reading for all Campus Administrators, Instructional Specialist, Interventionists, Inclusion Teachers, Kindergarten, First Grade, Second Grade, and Third Grade Teachers. Strategy's Expected Result/Impact: Increase teacher's capacity to teach reading and improve student achievement Staff Responsible for Monitoring: District and Campus Administrators Title I: 2.4, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Promote shared leadership at all levels of the organization.

Evaluation Data Sources: Agendas and Meeting Minutes





Strategy 1 Details	Reviews			
Strategy 1: Utilize shared decision making with Campus QuEST, Instructional Leadership Team, and Team Leaders in order to meet the needs of all faculty and staff members. Strategy's Expected Result/Impact: Improve school culture Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Mentor aspiring administrators to create a school-wide project based upon campus needs. Strategy's Expected Result/Impact: Enhance leadership skills Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Invite all staff members to attend biweekly team leader meeting. Strategy's Expected Result/Impact: Increase leadership collaboration Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Increase collaboration and communication with all stakeholders to facilitate the success of all students.

Evaluation Data Sources: Sign In Sheets, Written Communication, Observations, and Surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement a monthly family newsletter that highlights campus activities, important information, and upcoming events. Strategy's Expected Result/Impact: Increase communication between school and home Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement community service projects through the Kindness Club and Student Council through food drives and charitable donations such as Jump Rope for Heart, B.I.G. Love Cancer Care, TCISD Food and Coat Drive. Strategy's Expected Result/Impact: Develops student empathy and compassion Staff Responsible for Monitoring: Campus Administrators, School Counselor, Coaches, and Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Participate in community school events such as Mainland Leadership, City of Texas City Parades, TCISD Parades, TCISD Foundation to the Future, TCISD Food and Coat Drives. Strategy's Expected Result/Impact: Increase positive image with the community Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Support and collaborate with PTO and ACE/21st Century staff to provide students with a positive learning environment. Strategy's Expected Result/Impact: Increase PTO membership and student participation in ACE/21st Century Staff Responsible for Monitoring: Campus Administrators and Staff Members ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Participate in the Backpack Buddy Club (BBBC) program through the Houston Food Bank to provide at-risk stunts with meals on the weekends. Strategy's Expected Result/Impact: Improve community and home school relationships Staff Responsible for Monitoring: School Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Invite crossing guards, nutrition services, custodial services, and cafeteria monitors to join campus celebrations and luncheons. Strategy's Expected Result/Impact: Increase positive image with all stakeholders Staff Responsible for Monitoring: Campus Administrators and School Secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Increase opportunities for family engagement with staff members to encourage the growth of student's academic and social emotional development.

Evaluation Data Sources: Sign In Sheets and Parent Surveys





Strategy 1 Details		Reviews			
Strategy 1: Provide multiple family engagement campus activities to support student learning to include Back to School Bash, Meet the Teacher, Grandparent's Day Luncheon, Open House, Parent Teacher Conference Day, Family Reading Night, Book Fairs, Book Character Parade, Book Character Pumpkins, Family Math Night, Texas Public School Week, Career Week, Coffee/Tea with the Principal, Fine Arts Programs, Kindergarten Graduation Ceremony, Semester and End of the Year Awards Ceremonies. Strategy's Expected Result/Impact: Increase participation in family engagement activities Staff Responsible for Monitoring: Campus Administrators and Campus Committee Members Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Cookies for Grandparent's Day Luncheon - 199 - General Fund - \$200, Materials for Family Math Night - 199 - General Fund - \$500, Award Certificate Paper - 199 - General Fund - \$150, Brag Tags - 199 - General Fund - \$1,400, Materials for Family Reading Night - 199 - General Fund - \$300, Pastries, drinks, and tablecloth for Pastries for Parents (Texas Public School Week) - 199 - General Fund - \$500, Snacks for Community Members (Career Week) - 199 - General Fund - \$200		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Create and communicate campus activities about family engagement opportunities using daily folders, digital marquee, school messenger, social media, communication apps, electronic monthly newsletters, and written flyers. Strategy's Expected Result/Impact: Increase family participation Staff Responsible for Monitoring: Campus Administrators, School Secretary, and Classroom Teachers		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement positive phone calls and electronic messages throughout the school year. Strategy's Expected Result/Impact: Creates and maintains positive home school relationships Staff Responsible for Monitoring: Campus Administrators, School Secretary, and Staff Members Funding Sources: Postcards - 199 - General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Create and distribute a School Parent Compact with parents from various backgrounds. Strategy's Expected Result/Impact: Builds positive home school relationships and increases parent involvement Staff Responsible for Monitoring: Campus Administrators Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Hold Annual Title I Parent Meetings to inform families of school participation, requirements of Title I, and share information on how families can become involved and participate in the Title I program. Strategy's Expected Result/Impact: Increase family involvement Staff Responsible for Monitoring: Campus Administrators Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Encourage families to join the Parent Teacher Organization (PTO) by distributing enrollment forms, publicizing meeting dates, and attending activities. Strategy's Expected Result/Impact: Increase family participation in PTO Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 2: Increase family support to maintain attendance rate at or above 94%.

Evaluation Data Sources: On Data Suites and Skyward Attendance Records

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents about the importance of attendance, compulsory attendance laws, and the effects of attendance on student performance. Strategy's Expected Result/Impact: Increase student attendance rates Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote on time attendance through morning announcements, family newsletters, and teacher communications. Weekly on time attendance will be celebrated every Friday during the "ATTENDance" on the morning announcements. Strategy's Expected Result/Impact: Decrease number of tardies and increase student attendance rates Staff Responsible for Monitoring: Campus Administrators, Campus Attendance Committee, and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize students for perfect attendance at the monthly Character Rally, end of each nine weeks grading period, and end of the year ceremonies. Strategy's Expected Result/Impact: Increase student attendance rates Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Notify families with excessive student absences through email, phone calls, computer generated letters, and/or home visits as well as implement Attendance BIP with families. Strategy's Expected Result/Impact: Increase student attendance rates Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Texas City Independent School District
Roosevelt-Wilson Elementary
2023-2024 Campus Improvement Plan



Mission Statement

At Roosevelt-Wilson Elementary, we will grow our knowledge, our heart, and our strength for all to succeed.

Vision

Roosevelt-Wilson Elementary School inspires students to believe in themselves to become life-long learners.

Value Statement

At Roosevelt-Wilson Elementary, we CARE through...

Cooperation: Work together as a team by contributing and sharing

Achievement: Strive to attain goals through persistence and giving your best effort

Respect: Speak and interact with others in a courteous manner

Empathy: Understand other people's views or feelings by being supportive and caring

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 2022-2023 3rd Grade Reading 28% to 40% 2023-2024 Meets 45% to 50%+	12

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 2022-2023 3rd Grade Math 35% to 45% 2023-2024 Meets 45% to 50%+	13
Goal 3: Compared to state standards, Roosevelt-Wilson will increase Domain 3 Closing the Gaps data to 78%/78%+	14
Goal 4: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	15
Goal 5: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	16
Goal 6: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	17
Goal 7: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	18
Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	19
Goal 9: The District will provide support and encourage parental engagement at all campuses throughout the year.	20
Goal 10: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	21
Addendums	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Roosevelt-Wilson has a student enrollment of 458.

African American students 15%

Hispanic students 54.6%

Anglo students 25.3%

American Indian 0.2%

Asian 0.3%

Two or more races 4.6%

Economically disadvantaged 77%

Demographics Strengths

We will be continuously developing plans that include opportunities for growth for our diverse demographics. We will work with the many different district departments to help us with training, incorporating strategies/interventions/enrichment to meet the needs of ALL learners. Tracking student progress through data review meetings and tracking charts will allow us to make better academic decisions regarding student growth.

Student Learning

Student Learning Summary

Roosevelt ranked in the middle of TCISD Elementary schools. RW achieved Math distinction this year (2022).

2021 STAAR	2023 STAAR
Reading (approaches level)	Reading (approaches level)
64% (all testing students)	80% (All testing students) 16 point gain
51% (African American)	60% (African American) 9 point gain
58% (Hispanic)	79% (African American) 21 point gain
78% (Anglo)	94% (Anglo) 16 point gain
Math	Math
67% (all testing students)	77% (all testing students) 10 point gain
54% (African American)	63% (African American) 9 point gain
64% (Hispanic)	74% (Hispanice) 10 point gain
80% (Anglo)	93% (Anglo) 13 point gain

Student Learning Strengths

- 2022 Anglo scores
- 2022 Some targeted groups scored over district
- 2023 STAAR resulted in growth in all targeted group scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores at Roosevelt-Wilson have trended down the last few years. Growth in 2023 and looking to make 5 to 7% gain in both Reading and Math for 3rd and 4th grades. Keeping this problem statement until scores reach 90%. **Root Cause:** Inconsistent data review and lack of planning based upon data. Data review increasing and planning much improved from two years ago.

School Processes & Programs

School Processes & Programs Summary

- * Roosevelt Wilson has two interventionists and a Specialist
- * Interventionists and Specialist to model lessons and review data
- * SuccessMaker, Waterford, Study Island, Headsprout, and Imagine Math Facts are all needed programs to support student growth
- * Establishing processes that promote growth for all students-identified as "prescriptive" process that looks at mini assessment data throughout the 15 Day PLC Challenge
- * We will continue to review data together so that teachers get familiar with the process
- * Students using tracking charts to be aware of data too (data after 2023 STAAR)
- * Teachers need more practice reviewing data
- * Teachers planning together and successfully using strategies to meet the needs of all learners
- * Become familiar with long/short term technology interventions for all students
- * Headsprout data in 3rd grade showed that all students reaching Advanced Reading 1+ passed Reading STAAR. 80% of students with 18+ SuccessMaker IP hours passed STAAR
- * Providing practice time for these interventions/enrichment
- * Started after-school tutorials in 23-24 in September. We started in October 22-23
- * Communities in Schools housed at Roosevelt Wilson this year. Will work with individual/small student groups throughout the year: focus on attendance, social, and various other ways to get students involved and to improve in these areas.

School Processes & Programs Strengths

- * 2022-2023 Non-academic programs like arrival and dismissal very good
- * 2022-2023 Staff members have been positive and seem to be excited about the growth potential
- * 2022-2023 Technology programs purchased and ready for implementation (October 2022)
- * 2023-2024 Technology programs purchased ready for implementation (September 2023)
- * 2023-2024 Goal conferences for both students and staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Creating buy-in for all stakeholders. Continue this as we are still building campus relationships and setting expectations. **Root Cause:** Staff members still learning the power of data review regarding the how, what, when, and where.

Perceptions

Perceptions Summary

- * 2022-2023 Promote respect and team work through positive rewards such as Bobcat buck
- * 2023-2024 The PBIS Extravaganzas and Bobcat buck store were powerful processes to support student positive behaviors. We will add an additional Extravaganza and maintain the Bobcat buck store during the 23-24 school year.
- * 2022-2023 Work closely with parents, teachers, and students to promote/improve classroom behaviors
- * 2022-2023 Roosevelt Wilson had high teacher turnover last year. Working on reducing the desire for staff wanting to leave
- * 2023-2024 Fewer teachers left at the end of the 22-23 school year

Perceptions Strengths

- * 2022-2023 The staff has been excited thus far
- * 2023-2024 Our 22-23 STAAR data reflected in Roosevelt-Wilson making significant growth. Staff very excited at the results and have continue to work hard at the beginning of the 23-24 school year.
- * 2022-2023 I have had numerous positive parent comments regarding our academic and non-academic processes
- * 2022-2023 Students have worked hard to earn Bobcat bucks and becoming familiar with Reflection pages
- * 2023-2024 Thus far returning students are performing even better behaviorally than they did last year. Very good start to the 23- 24 school year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data


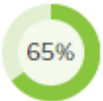
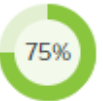





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.
2022-2023 3rd Grade Reading 28% to 40% 2023-2024 Meets 45% to 50%+

Performance Objective 1: Roosevelt Wilson will provide an instructional program in which all students will make growth from beginning of the year data to end of the year data.

- Evaluation Data Sources:** Districts assessments, STAAR, TELPAS, and Reading levels
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** 45%+ Meets all tests

Strategy 1 Details	Reviews			
Strategy 1: Collaborate in Professional Learning Communities to review data, plan coaching sessions and instruction to ensure implementation of a rigorous curriculum for mainstream, GT, Special Education, at risk, and bilingual students. Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis Staff Responsible for Monitoring: Principal, Specialist, interventionists Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.
2022-2023 3rd Grade Math 35% to 45% 2023-2024 Meets 45% to 50%+

Performance Objective 1: Ensure that 100% of the teachers receive high quality professional development each year









- Evaluation Data Sources:** STAAR scores, lesson plans, walkthrough, TELPAS
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** 45%+ Meets next year

Strategy 1 Details	Reviews			
Strategy 1: Through teacher survey data and staff discussions, provide most needed trainings to support classroom areas of need Strategy's Expected Result/Impact: Teacher areas of need will be addressed by appropriate trainings which survey data will reflect Staff Responsible for Monitoring: Campus admin team, Specialist, Interventionists	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Compared to state standards, Roosevelt-Wilson will increase Domain 3 Closing the Gaps data to 78%/78%+

Performance Objective 1: Staff will review data to ensure students are growing from BOY Reading assessments, to MOY, and then EOY.

- Evaluation Data Sources:** Principal, teachers, Specialist, Interventionists
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** 78% goal again

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students familiar with their 2021-2022 STAAR data and are able to develop growth plans for STAAR 2022-2023. Strategy's Expected Result/Impact: Knowledge of this data and tracking charts will result in a high level of growth for our STAAR students. Staff Responsible for Monitoring: Principal, teachers, Specialist, Interventionists	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 4: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Our campus team and Threat Assessment team will meet regularly to ensure compliance with district safety expectations.

Evaluation Data Sources: District staff, Principal, campus staff

Summative Evaluation: Met Objective

Next Year's Recommendation: same

Strategy 1 Details	Reviews			
Strategy 1: Regular practice of Safety drills and having consistent discussions with students and staff to ensure we are prepared for the drills or an actual emergency. Strategy's Expected Result/Impact: Faculty and staff proactive and prepared for any drill or real life emergency situation. Students and staff taught to remain calm for any situation.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: We will use Bobcat bucks for our PBIS process and use Reflection pages to reduce office referrals and bullying incidents.

Evaluation Data Sources: Principal, teachers, counselor
Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Use PBIS this year to provide a more positive behavior support to students Strategy's Expected Result/Impact: Office referrals reduced by using Bobcat bucks and Reflection pages.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 55%	<div><div></div></div> 65%	<div><div></div></div> 70%	<div><div></div></div> 100%
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✖</div>Discontinue</div>				

Goal 6: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: The campus will be up to date with needed training for the technology programs we use for students.

Evaluation Data Sources: Principal, Technology dept, teachers, Specialist, Interventionists

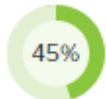







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Seek assistance when needed if district technology training is need. Strategy's Expected Result/Impact: Provide timely assistance for implementation of campus/district technology needs	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Build a campus staff that is positive, caring, and willing to work together for each and every student.

Evaluation Data Sources: Principal and staff
Summative Evaluation: Met Objective
Next Year's Recommendation: same

Strategy 1 Details		Reviews			
Strategy 1: Training and regular meetings to build campus relationships with a focus on equity. Strategy's Expected Result/Impact: Staff working to understand equity and be able to develop lessons and stations to support Staff Responsible for Monitoring: Principal and staff		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					









Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Develop a culture of teamwork and belief that we are working together for every student.

Evaluation Data Sources: District, Principal, staff

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: increase campus to admin and admin to campus communication

Strategy 1 Details	Reviews			
Strategy 1: Work collaboratively with district personnel to enhance the learning of staff and students. Strategy's Expected Result/Impact: Collaboratively work with the district to provide trainings so that the campus teamwork expectation is happening with the district also.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 9: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Develop relationships with parents to provide a better collaborative experience for all.

Evaluation Data Sources: District, Principal, parents, staff

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue to increase parent participation opportunities









Strategy 1 Details		Reviews			
Strategy 1: The campus and the district will work collaboratively to enhance parent and community relationships. Strategy's Expected Result/Impact: Ensure clarity when working with parents and community which will results in a better working relationship. Staff Responsible for Monitoring: Principal, PTO, district staff, campus staff		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 10: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: The campus will use the curriculum to help develop the best possible academic plans for all students.

Evaluation Data Sources: Principal, teachers, Specialist, Interventionists

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Be familiar with the curriculum and EOY/STAAR expectations to create the rigor needed to create a growth minded process. Strategy's Expected Result/Impact: Domain 3 will reflect a high percentage of growth for our 4th grade students.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Texas City Independent School District Calvin Vincent Head Start And Pre-K 2023-2024 Campus Improvement Plan



Mission Statement

High level of LEARNING for all.

Vision

We must become learners.

Value Statement

Together we can do what we cannot do alone.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Priority Problem Statements	5
Goals	6
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	6
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	9
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	10
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	12
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	14
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	16
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	25
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	26
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	29
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	30
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

TCISD is comprised of residents of Texas City, TX and La Marque, TX and is situated approximately 30 miles southeast of Houston, the largest city in Texas. TCISD is a Texas Education Agency School district occupying much of Galveston and is comprised of 78.31 square miles and total of nearly 7,800 students. Student demographics are diverse, with Hispanic (42.9%), White (22.1%), Asian/Pacific Islander (0.4%), American Indian or Alaskan Native (0.8%) and African American (30.7%). 3% of students are two or more races. A total of 61.1% of TCISD students from Pre-K through 12th grade are considered economically disadvantaged. At Calvin Vincent a total of 97.58% are considered economically disadvantaged. A total of 9.6% of all district students are English language learners. 48% of the students in TCISD are female with 52% male. The Census Bureau's 2019 report shows that 11.3% of Galveston County's total population lives in poverty. Total family households were counted at 291,309 with median income of \$73,330. A total of 13% of residents lacked health insurance. 15% of children living in Galveston County live below poverty. The educational background for Galveston county residents 25 years old and over include: 19,171 (Non- high school graduate), 60,883 (High school graduate or equivalent), 77,617 (some college or associate degree) and 70,822 (bachelor's degree or higher). Approximately 8,806 of preschool aged children living in Galveston County attend a preschool or other learning facility. Data obtained from the American Community Survey shows a great need for child-care for young children age birth to 4 years old. Approximately 460,000 children living in poverty lack child-care in Texas. In addition to the 154 Head start enrollment slots located at Calvin Vincent Childhood Center, there are a total of 154 state pre-kindergarten slots and the ECSE (Early Childhood Special Education) program located in the same facility. There are currently approximately 60 ECSE students enrolled with the likelihood of additional students added throughout the year. This puts our anticipated population for 2023-2024 at approximately 368 students.

Demographics Strengths

- We have a diversified, experienced staff matching demographics of our students.
- We have all La Marque and Texas City Pre-K and ECSE students under one roof.
- Texas City ISD residents voted to approve a bond for a new Pre-K / Head Start campus set to open in 2025.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our pre-k students continue to come from Texas City, although our La Marque population has increased over the past school year. **Root Cause:** The perception is that La Marque students only attend La Marque campuses.

Priority Problem Statements

Goals

Revised/Approved: October 10, 2023

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%





Performance Objective 1: 72% of PK students will score benchmark on CLI Engage assessment in language and communication on end of the year 2023-2024.













HB3 Goal

Evaluation Data Sources: End of the year wave 3 CLI Engage Assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to focus on language development and best practice teaching strategies

Strategy 1 Details	Reviews			
Strategy 1: CLI Engage Instructional technique videos and links will be published to the campus Facebook page and newsletters, demonstrating, and modeling a variety of instructional techniques that can be easily incorporated into daily living at home. Strategy's Expected Result/Impact: Parents can play a significant role in enhancing their child's language development. Staff Responsible for Monitoring: Administrators, Interventionist Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide students more opportunities to learn through student-centered play activities. Strategy's Expected Result/Impact: During unstructured play time, teachers will facilitate conversations between students to support language development. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Two daily read alouds and one weekly storytelling activity. Strategy's Expected Result/Impact: To expose children to new vocabulary and language skills. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: More opportunities to practice KAGAN Strategies through structured activities in the classroom. Provide Kagan training and coaching. Strategy's Expected Result/Impact: Classrooms will have a language-rich environment where students will have numerous opportunities to communicate. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%













Algebra I 41% to 51%

Performance Objective 1: 85% of PK students will score benchmark on CLI Engage assessment in Math on end of the year 2023-2024.

Evaluation Data Sources: End of the year wave 3 Math CLI Engage Assessment

Summative Evaluation: Met Objective









Next Year's Recommendation: Continue with current strategies









Strategy 1 Details	Reviews			
Strategy 1: Incorporate math into everyday lessons and general play. Strategy's Expected Result/Impact: Help Students build a strong foundation in mathematics. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The entire school will celebrate 100th day of school by engaging in multiple hands-on activities. Strategy's Expected Result/Impact: Fun and educational way to engage students while reinforcing math skills. Staff Responsible for Monitoring: Teachers and Administrators. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: All students who leave Calvin Vincent will have an idea of what they would like to be when they grow up.

- HB3 Goal**
- Evaluation Data Sources:** Classroom charts
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will incorporate career choices, military decisions, and colleges into lessons throughout the school year. Strategy's Expected Result/Impact: Foster students creativity and curiosity about the future. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Playing roles. Provide costumes and props related to various careers for students to choose from. Strategy's Expected Result/Impact: Help students to learn more about what they like and don't like. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Invite parents, family, and community members who work in various professions to come and talk about their jobs. Strategy's Expected Result/Impact: To explore all the different possibilities they have. Staff Responsible for Monitoring: Teachers, Administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.









Performance Objective 1: All students will leave Calvin Vincent at the end of the school year with the skills necessary to be successful in kindergarten.

Evaluation Data Sources: EOY Report Cards, and Wave 3 CLI Engage assessment.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: PLC facilitators will meet weekly with administrators to plan "I can" statements, the verbs we will use, and success criteria for what students will learn. Strategy's Expected Result/Impact: Help teachers and students understand and track their learning objectives. Staff Responsible for Monitoring: Administrators, PLC Facilitators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will gather anecdotal observation notes and other evidence that measures student performance. PLC teams meet weekly and collaborate by analyzing data and sharing ideas to ensure a high level of learning for all students. Strategy's Expected Result/Impact: Teachers will be able to use assessment data to monitor student progress to measure academic growth and identify areas of academic need. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Transition Backpacks Strategy's Expected Result/Impact: Students will be able to maintain the skills they have learned in pre-k to be successful in kindergarten. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


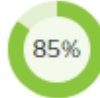






Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.









Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: The School will provide Mental Health services and support for students and staff. Strategy's Expected Result/Impact: Early intervention can help prevent safety concerns related to mental health. Staff Responsible for Monitoring: Administrators, Counselors. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Clear backpacks with backpack tag listing up to date important dismissal and authorized contact information at all times. Strategy's Expected Result/Impact: Safety. Effective pick-up for every student. Title I: 2.4, 2.5, 2.6 - 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	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: After any safety incident or drill, conduct leadership team debriefings Strategy's Expected Result/Impact: To evaluate the response and identify lessons learned for improvement. Staff Responsible for Monitoring: Administrators. Title I: 2.5 - 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	Jan	Mar	June
	 10%	 70%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.









Performance Objective 1: Develop a MTSS that supports a campus-wide and classroom positive behavior management system (PBIS) which will allow our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue training annually to maintain current progress

Strategy 1 Details	Reviews			
Strategy 1: Quarterly PBIS Meetings Strategy's Expected Result/Impact: To support social, behavioral, and emotional needs of students. Staff Responsible for Monitoring: Assistant Principal. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: On-Site Conscious discipline training and coaching. Strategy's Expected Result/Impact: To ensure all our staff is qualified to implement a Positive Behavior Support focusing on teaching and reinforcing desired behaviors rather than solely punishing undesirable ones. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - 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	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Monitor the effective and consistent use of Conscious Discipline in all areas of the campus, especially classrooms. Teachers will focus on routines (safety), rituals (connections) and conflict resolution skills. Strategy's Expected Result/Impact: To help students to learn how to resolve issues independently. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






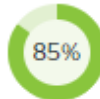


Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed through campus counselor.

Evaluation Data Sources: Decrease number of office referrals.

Summative Evaluation: Met Objective





Next Year's Recommendation: Continue with current strategies









Strategy 1 Details	Reviews			
Strategy 1: Integrate social-emotional learning (SEL) into the curriculum. Strategy's Expected Result/Impact: To help students develop emotional regulation, problem-solving skills, and empathy. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify students who may be dealing with emotional or behavioral challenges and create individualized behavior plans and/or Mental Health support tailored to their needs. Strategy's Expected Result/Impact: To ensure the student's holistic development and well-being. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				











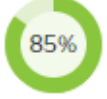

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.













Performance Objective 3: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

- Evaluation Data Sources:** Attendance rate, BIPA
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: Send repeated communications throughout the year in monthly calendars and School Facebook about the benefits of attendance and the consequences of missing too much school. Strategy's Expected Result/Impact: To emphasize the impact that regular school attendance has on the students education and future success. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Infographic flyer with school attendance goal for parents and families to be distribute during Open House "Pre-K Attendance Can Spell Success!" Why does regular attendance matter? Strategy's Expected Result/Impact: To increase awareness of the importance of attendance in Pre-K Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Personalized outreach to families, through Phone Calls. Teachers will leave their daily attendance forms with the names of students who are absent outside their doors daily by 8:50 am. Assigned staff members will go around to pick up those attendance forms and make phone calls to the parents of absent students. The assigned staff members will then document all parent contact on the 2023-2024 Attendance spreadsheet that was created to help track and monitor student attendance. Strategy's Expected Result/Impact: To help track and monitor student attendance and determine whether a student is too sick to come to school. Staff Responsible for Monitoring: Assistant Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Administrator meetings if a student is absent three consecutive days or five days in any four-weeks period to create a BIP for attendance. Focusing on how the school can help families, and what specific things families can do. Strategy's Expected Result/Impact: To Inform families that their child is chronically absent and the impact this have on their child academic progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Send monthly postcard and Remind to all students who are on a BIPA describing the precise number of days the student has been absent. Strategy's Expected Result/Impact: Parents can use it as an attendance tracker and help them monitor days missed and stay on target for attendance goals. Staff Responsible for Monitoring: Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Teacher will share information in the student daily communication journal about what the student missed on a specific day. Strategy's Expected Result/Impact: Parents will review with their child the instruction they missed when they were absent. Staff Responsible for Monitoring: Teachers, Administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Incentives will be given to students and staff with perfect attendance at the end of each month. Strategy's Expected Result/Impact: Motivate students and staff to attend school regularly. Staff Responsible for Monitoring: Principal, Attendance Clerk Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Informing families about the importance of attendance through messages on school buses. Strategy's Expected Result/Impact: Help raise awareness of the importance of attendance. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation, course selection and interest surveys (Naviance).

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: All students take a turn creating an all about me poster to be presented to the class and displayed in the hallway for one week. Strategy's Expected Result/Impact: Students will become aware of their likes and their dislikes. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All students will be given the opportunities to choose classroom activities based on individual preferences. Strategy's Expected Result/Impact: To connect their interest and passions with their educational journey. Staff Responsible for Monitoring: Teachers, Administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Summative Evaluation: Met Objective









Next Year's Recommendation: Continue with existing strategies

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers training on indi and Waterford. Strategy's Expected Result/Impact: To effectively integrate technology into the classroom and enrich the educational experience for students. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: PreK 4 and HS 4 students will use Waterford / Istation software 20 minutes daily. Strategy's Expected Result/Impact: To increase academic skills in Math, Reading and Language Arts. Staff Responsible for Monitoring: Teachers, Administrators. Title I: 2.4, 2.5, 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	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

- Evaluation Data Sources:** Retention rate, improved instruction
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** Continue with current strategies









Strategy 1 Details	Reviews			
Strategy 1: Allow 100% of all staff members to seek out and attend training applicable to their individualized professional development plans. Strategy's Expected Result/Impact: To support continuous growth and improvement among educators. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization.

Evaluation Data Sources: Variety of personnel involved in collaboration.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: All teachers will participate in two School Committees. Strategy's Expected Result/Impact: Promote leadership, empower teachers and strengthen collaborative decision making. Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Increased retention rate of teachers and staff.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details		Reviews			
Strategy 1: Allow 100% of the new campus teachers and teacher assistants to observe returning, experienced teachers in their classrooms in a variety of instructional settings. Strategy's Expected Result/Impact: Improve the capacity of new staff on campus by reducing turnover needs. Staff Responsible for Monitoring: Interventionist, teachers, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					













Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: Distribute a parent involvement policy outlining the policies, procedures, and responsibilities of parents who have children in our program. Strategy's Expected Result/Impact: Fostering a collaborative and engaged school community and create knowledge of parent rights and responsibilities. Staff Responsible for Monitoring: Principal, Family advocates Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Send home a monthly newsletter with helpful parenting tips and educational information and resources. Strategy's Expected Result/Impact: To support parents in their role as partners in their child's education. Staff Responsible for Monitoring: Interventionist, Lead Family Advocate Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.













Performance Objective 1: Organize workshops on various parenting topics, such as early literacy, attendance, and behavior management

Evaluation Data Sources: Parent sign-in sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details	Reviews			
Strategy 1: Parent night/School readiness meeting. Strategy's Expected Result/Impact: Conversation Starter: Strategies to help parents engage in conversations with their children. Staff Responsible for Monitoring: Principal, Interventionist. Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hosting a Math Night Strategy's Expected Result/Impact: Engage parents in their child's early math education while providing them with strategies to math learning at home. Staff Responsible for Monitoring: Management Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Family Garden Party. Strategy's Expected Result/Impact: To stimulate conversation and vocabulary growth through authentic experiences and strengthen the school community.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: On-Site Conscious discipline training for parents Strategy's Expected Result/Impact: To empower parents with valuable tools and strategies for promoting positive behavior and emotional regulation in their children. Staff Responsible for Monitoring: Principal Title I: 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



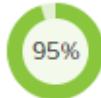





Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Curriculum documents will reflect the level of rigor expected based on state curriculum standards.

Evaluation Data Sources: Curriculum documents, classroom observations, training documents, evaluation surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with current strategies

Strategy 1 Details		Reviews			
Strategy 1: Ensure that all the activities and experiences are intentional, challenging and meaningful for all our students. Strategy's Expected Result/Impact: Students will have the opportunity to develop their creativity and curiosity through hands-on activities, centers, and interests that drive learning. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Texas City Independent School District

Hayley Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Hayley Elementary where all students learn, belong, and lead!

Vision

Hayley Elementary creates and provides a safe and encouraging educational environment that allows all children to thrive and become productive members of a multicultural society.

Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	5
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Reading 30% 4th Reading 30% 5th Reading 19%	17
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd - 30% 4th - 20% 5th -25%	21
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	25
Goal 4: In comparison to state standards, Hayley Elementary will narrow the learning gap for every student group on state assessments by achieving or surpassing predetermined targets.	26
Goal 5: Hayley Elementary will create and put into action a thorough plan to ensure the ongoing safety and security of schools and facilities across the district.	35
Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.	39
Goal 7: Hayley Elementary will furnish resources and apply positive behavior strategies aimed at reducing student disciplinary referrals, leading to a decrease in in-school suspension (ISS), out-of-school suspension (OSS), and discretionary placements to the Disciplinary Alternative Education Program (DAEP).	47
Goal 8: Hayley Elementary will provide the students and staff with innovative technology equipment, support, and training to facilitate success for all students.	50
Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	52
Goal 10: Hayley Elementary will uphold a favorable reputation among all community stakeholder groups.	56
Goal 11: Hayley Elementary is committed to offering continuous support and fostering active parental involvement throughout the academic year.	58
Campus Funding Summary	60
Addendums	61

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Site-Based and CNA Committees conducted a thorough analysis of various educational aspects, including student achievement data, instructional methods, curriculum, personnel, organizational structures, demographic information, and survey feedback. The resulting findings are as follows:

1. **Enhancement of MTSS Process**: It is imperative to improve the effectiveness of the Multi-Tiered System of Supports (MTSS) this year, particularly in establishing a clearly defined behavior MTSS process.
2. **Challenges in STAAR Performance**: Our students are facing difficulties in achieving scores at the "approaches," "meets," and "masters" levels in all tested areas of the STAAR assessment.
3. **Lack of Phonics Instruction**: There is a notable absence of phonics instruction across all grade levels, which necessitates attention and improvement.
4. **Learning Gaps**: The committees identified learning gaps among our students, attributed to their limited experiences and the impact of COVID-19-related absences.
5. **Enrollment and Demographics**: Although our enrollment decreased over the past school year, our overall demographics have remained unchanged.
6. **Reading Foundation (Grades K-2)**: Students in grades K-2 are not receiving a strong reading foundation, which is crucial for their success as academic rigor increases in higher grades.
7. **Number Sense Foundation (Grades K-2)**: Similarly, students in grades K-2 lack a robust number sense foundation, hindering their comprehension of advanced math concepts in upper grades.
8. **Articulation of Learning (Grades K-5)**: Students in grades K-5 are struggling to articulate their learning progress or recognize when they have achieved their learning targets.

9. **Building Relationships**: It is essential for our campus to foster stronger relationships among staff members, students, and families while cultivating a culture of mutual respect.

10. **Addressing Attendance and Social/Emotional Needs**: Prioritizing student attendance and attending to their social and emotional needs should be a central focus for the campus.

11. **Reading and Math Proficiency**: The overarching objective should be to increase the number of students reading at their grade level and performing on par with grade-level standards in mathematics.

12. **Rigorous Tier 1 Instruction**: We must ensure that rigorous Tier 1 instruction is consistently implemented across all content areas.

In summary, the Site-Based and CNA Committees have identified critical areas for improvement within our educational system. Addressing these findings will be instrumental in enhancing the educational experience and outcomes for our students.

Demographics

Demographics Summary

The Site Based and Demographics Committee analyzed our data and reported the following findings:

- Hayley Elementary serves 487 students in grades K - 5th. The 2020 - 2021 school year was the first year for Hayley to be K-5th grade. Before, it was K-2nd. Grades K-1 are self-contained while grades 2nd - 5th classes are departmentalized.
- Hayley Elementary serves predominately economically disadvantaged families. Hayley's economically disadvantaged rate is 92.1%.
- High Mobility Rate is 29.2%
- The Average Daily Attendance Rate is 91.1%,
- Hayley Elementary serves students in: Special Education (18%), English Learners (19.43%), At-Risk Students (48.13%), students identified as Gifted and Talented (0.7%), and students identified for 504 services (5%).
- Demographic Percentage of Students: Hispanic (45.63%), African American (37.43%), White (11.23%), 2 or More Races (4.81%), Other (.89%)
-

Needs Identified by the Committee

- First year for principal to serve the campus
- High turnover rate for teachers
- Majority of teachers had 5 or less years of experience (80%)
- High number of special education students
- Culturally responsive professional development is needed

Demographics Strengths

Strengths Identified by the Committee

- All teachers were highly qualified
- Experienced teachers were recruited early
- Attendance rate increased by 1.5%
- Attendance calls were made daily to absent students
- New building
- Professional development was provided for behavior, social/emotional, T-TESS
- Strong mentorship program
- Number of discipline referrals decreased

Student Learning

Student Learning Summary

The Student Learning/Achievement Committee has conducted a thorough analysis of our data and has reported several key findings:

1. There is a pressing need for an increase in highly effective Tier 1 instruction across the board.
2. Our students are facing significant challenges in achieving Approaches, Meets, and Masters levels on STAAR assessments in all tested subject areas.

The committee has identified the following specific needs:

1. A substantial portion of our students scored at the "Did Not Meet" level on STAAR assessments across all areas.
2. The campus must work towards increasing the number of students achieving Approaches, Meets, and Masters levels on STAAR assessments.
3. Currently, there is a lack of established procedures for addressing student failures.
4. Many students are not meeting math standards, particularly struggling with word problems, comprehension, and multi-step problems.
5. Students face difficulties in answering critical thinking and higher-order questions, highlighting the need for skill development in these areas.
6. Our students have limited schema and exposure to various experiences, which negatively impacts their vocabulary usage.
7. There is a need for additional academic time in reading and math, especially in the primary grades, along with the implementation of effective interventions.
8. To enhance language skills and academic vocabulary, all teachers should encourage students to speak in complete sentences and explain their thought processes.
9. Establishing vertically aligned essential standards for math and reading across all grade levels is imperative.
10. Students must take greater ownership of their learning, and efforts to increase engagement are crucial.
11. There is a need to expand family training on the importance of oral language development and ways to support reading at home, delivered through various means.

Addressing these identified needs will be essential in improving student learning and achievement outcomes at our school.

Decreased overall rating from a “C” to an “F”

Domain I – Student Achievement

- **Domain I Score “F” or 50**
- **Science overall is low (29% Approaches, 8% Meets, 1% Masters)**
- **Across all subjects Approaches, Meets and Masters levels need to increase**

Domain 2 B – Relative Performance

- **Scored a 52 or “F” even though we are 29.5% Economically Disadvantaged (A Decrease from 21-22)**

Domain 3 – Closing the Gaps

- **Academic Achievement – 0/12 indicators met.**
- **Academic Growth – 0/6 math indicators met.**
- **EB Language Proficiency – 0 indicators Met.**
- **Student Success Status – 0/7 indicators met**

Student Learning Strengths

Increased overall rating from a “F” to a “C” (+19 points)

Domain 1 - Student Achievement

Increased Domain I score from a 42 to 51

- Double digits increase in students scoring Approaches, Meets and Masters in: 3rd Grade Reading, 3rd Grade Math, 4th Grade Reading, 5th Grade Reading, 5th Grade Math and Science (Approaches only)

Domain 2A – Academic Growth

- Our highest score came from 2A - Scored a 74
- Increased Domain 2A score from a 55 to 74

Domain 3 – Closing the Gaps

- Increased from meeting 1 target to 8 targets
- Met every reading Academic Growth Status target (25.0)
- ELP Status 1/1 indicator met (10.0)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The majority of students are achieving "Did Not Meet Grade Level" in all STAAR assessment areas. **Root Cause:** The Tier 1 instruction that students are currently receiving does not align with the rigor of STAAR across all grade levels. There is a need to enhance teacher clarity regarding essential standards, as well as an increased focus on intervention and the utilization of data to inform instructional decisions.

School Processes & Programs

School Processes & Programs Summary

The Processes/Programs Committee has conducted an analysis of our instructional, curricular, personnel, and organizational data. Based on our findings:

1. Students in grades K-2 are not receiving a solid reading foundation, which is essential for their success when encountering higher levels of rigor in the upper grades.
2. Similarly, students in grades K-2 are lacking a strong foundation in number sense, which is vital for comprehending more advanced math concepts in the upper grades.
3. Across grades K-5, students are facing challenges in effectively expressing their learning progress and identifying when they have achieved their learning objectives.

These findings underscore the need for targeted improvements in our instructional and curricular approaches to better support students in their foundational skills and self-assessment abilities.

Needs Identified by the School Processes & Programs Committee:

- A disproportionate number of students in grades K-2 are reading below grade level.
- Students lack phonological awareness.
- High number of Dyslexia students
- Curriculum resources (HMH, Envision, Interactive Science) do not meet the depth, rigor, complexity, and totality of the TEKS. Not all grade levels have HMH Leveled Readers and teachers must borrow from other grade levels.
- Small group centers/stations/interventions were ineffective due to the lack of classroom management, expectations, implementations.
- Technological glitches make access intervention programs are causing WIN TIME to be ineffective

School Processes & Programs Strengths

Strengths identified by the School Processes & Programs Committee:

- Kindergarten math was developmentally appropriate.
- Leveled Literacy Intervention (LLI) was beneficial for struggling readers.
- Supplemental Aids supported students during STAAR testing.

- Sufficient math resources were available for all students and teachers. (ex. Braining Camp)
- Math and Reading consultant were beneficial in helping teachers understand the TEKS.
- Given the opportunity to create their own grade level assessments.
- Social Studies Weekly resource was beneficial.
- Implementation of PLCs increased the rigor and understanding of instruction.
- Weekly PLCs and planning sessions with instructional specialists increased student achievement and teachers' understanding of the TEKS, data, interventions, and enrichment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Presently, 70% of all students are reading at a level below their grade level. **Root Cause:** Many students exhibit multiple at-risk factors. Specifically, students in grades K-2 are not establishing a solid foundation in fundamental reading skills necessary for the application of advanced reading concepts in higher grades. Additionally, there is a deficiency in phonological awareness among students.

Problem Statement 2 (Prioritized): At present, 65% of all students are achieving below their grade level in mathematics. **Root Cause:** Students in grades K-2 are not receiving a robust foundation in number sense, which is essential for comprehending advanced math concepts in the upper grades. Furthermore, instruction at higher grade levels does not meet the rigor outlined in the TEKS (Texas Essential Knowledge and Skills).

Perceptions

Perceptions Summary

In the current school year, Hayley Elementary initiated the implementation of a school-wide positive behavior intervention support program aimed at fostering a culture of positivity and proactive behavior intervention. However, based on survey data, staff feedback, and input from various stakeholders, several pressing needs and priorities have emerged:

1. ****Continued Consistency in Positive Behavioral Supports****: There is a clear consensus that the school should maintain and consistently teach positive behavioral supports as part of its ongoing efforts. A stronger emphasis on implementing these strategies across the campus is essential.
2. ****Development of a Behavioral MTSS Process****: The creation of a structured Multi-Tiered System of Support (MTSS) for behavior is needed to effectively address the diverse behavioral needs of students. This should encompass a robust Tier 1 program that benefits the entire school community.
3. ****Creating a Safe and Relationship-Building Environment****: It is crucial to establish an environment where students feel safe and can cultivate positive relationships with staff members. This will contribute to a more conducive learning atmosphere.
4. ****Community Engagement and Partnerships****: While there have been commendable efforts to engage with the community through various activities and volunteer opportunities, there is a need to continue developing these connections. The formation of a Parent-Teacher Organization (PTO) can further enhance community involvement.

Based on the feedback from students, parents, staff, and the Perceptions Committee, additional needs have been identified:

1. ****Student Safety****: Concerns have been raised regarding student safety, particularly due to disruptions and extreme behaviors in classrooms and common areas. Addressing inconsistent discipline and establishing classroom discipline plans is essential to create a safer environment.
2. ****Effective Communication****: Improved communication among all stakeholders, including faculty, staff, students, parents, district personnel, and community members, is necessary to ensure everyone is informed and engaged in school activities.
3. ****Enrichment Opportunities****: Expanding opportunities for students, such as field trips and extracurricular events, is essential for their holistic development. Additionally, involving families in volunteering on the campus can strengthen the school-community bond.

Addressing these identified needs and priorities will contribute to the continued growth and success of Hayley Elementary's positive behavior intervention support program and overall school environment.

Perceptions Strengths

In the current school year, Hayley Elementary initiated the implementation of a school-wide positive behavior intervention support program aimed at fostering a culture of positivity and proactive behavior intervention. However, based on survey data, staff feedback, and input from various stakeholders, several pressing needs and priorities have emerged:

1. **Continued Consistency in Positive Behavioral Supports**: There is a clear consensus that the school should maintain and consistently teach positive behavioral supports as part of its ongoing efforts. A stronger emphasis on implementing these strategies across the campus is essential.
2. **Development of a Behavioral MTSS Process**: The creation of a structured Multi-Tiered System of Support (MTSS) for behavior is needed to effectively address the diverse behavioral needs of students. This should encompass a robust Tier 1 program that benefits the entire school community.
3. **Creating a Safe and Relationship-Building Environment**: It is crucial to establish an environment where students feel safe and can cultivate positive relationships with staff members. This will contribute to a more conducive learning atmosphere.
4. **Community Engagement and Partnerships**: While there have been commendable efforts to engage with the community through various activities and volunteer opportunities, there is a need to continue developing these connections. The formation of a Parent-Teacher Organization (PTO) can further enhance community involvement.

Based on the feedback from students, parents, staff, and the Perceptions Committee, additional needs have been identified:

1. **Student Safety**: Concerns have been raised regarding student safety, particularly due to disruptions and extreme behaviors in classrooms and common areas. Addressing inconsistent discipline and establishing classroom discipline plans is essential to create a safer environment.
2. **Effective Communication**: Improved communication among all stakeholders, including faculty, staff, students, parents, district personnel, and community members, is necessary to ensure everyone is informed and engaged in school activities.

3. ****Enrichment Opportunities****: Expanding opportunities for students, such as field trips and extracurricular events, is essential for their holistic development. Additionally, involving families in volunteering on the campus can strengthen the school-community bond.

Addressing these identified needs and priorities will contribute to the continued growth and success of Hayley Elementary's positive behavior intervention support program and overall school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The attendance issue at Hayley Elementary is evident, as the Average Daily Attendance (ADA) currently stands at 92.1%. This figure indicates a notable gap between the desired attendance rate and the actual attendance of students, highlighting a pressing concern that requires attention and intervention. **Root Cause:** The root cause of Hayley Elementary's attendance issue, with an Average Daily Attendance (ADA) of 92.1%, can be attributed to several factors. These include insufficient family engagement, transportation challenges, health-related issues, or the need for more effective attendance tracking and incentives.

Priority Problem Statements

Problem Statement 1: The majority of students are achieving "Did Not Meet Grade Level" in all STAAR assessment areas.

Root Cause 1: The Tier 1 instruction that students are currently receiving does not align with the rigor of STAAR across all grade levels. There is a need to enhance teacher clarity regarding essential standards, as well as an increased focus on intervention and the utilization of data to inform instructional decisions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Presently, 70% of all students are reading at a level below their grade level.

Root Cause 2: Many students exhibit multiple at-risk factors. Specifically, students in grades K-2 are not establishing a solid foundation in fundamental reading skills necessary for the application of advanced reading concepts in higher grades. Additionally, there is a deficiency in phonological awareness among students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: At present, 65% of all students are achieving below their grade level in mathematics.

Root Cause 3: Students in grades K-2 are not receiving a robust foundation in number sense, which is essential for comprehending advanced math concepts in the upper grades. Furthermore, instruction at higher grade levels does not meet the rigor outlined in the TEKS (Texas Essential Knowledge and Skills).

Problem Statement 3 Areas: School Processes & Programs

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Reading 30%

4th Reading 30%





5th Reading 19%





Performance Objective 1: Hayley Elementary will improve the performance of all students in Reading by increasing meets performance by 10%.









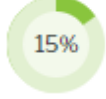
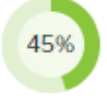


HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-5.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective reading instructional strategies to increase tier one instruction in RLA . Strategy's Expected Result/Impact: The professional development will be done through monthly faculty meetings, PLCs, literacy academies, a reading consultant, and district training. We expect to increase the number of students reading on grade level. Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Contracted reading consultant Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 2 Funding Sources: - 211 - Title I - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: We will develop a culture of readers. This will be done through a variety of methods including: Individual, class and campus reading goals aligned to the TEKS, book talks, challenges, and increasing access to books for all students.</p> <p>Strategy's Expected Result/Impact: As our campus strives to nurture a culture of avid readers, we anticipate several positive outcomes. We expect our students to:</p> <ol style="list-style-type: none"> **Increase Reading Engagement**: Students will actively engage in reading by dedicating more time to reading books, fostering a genuine love for literature. **Expand Reading Repertoire**: There will be a broadening of the variety and number of books that students read, encouraging them to explore diverse genres and topics. **Enhance Reading Proficiency**: We aim to boost the number of students who achieve grade-level reading proficiency, ensuring they meet or exceed the expected reading standards for their grade. **Cultivate Lifelong Readers**: By promoting a culture of readers, we aspire to instill a lifelong passion for reading in our students, equipping them with a valuable skill that extends beyond their academic journey. <p>Through our collective efforts, we are committed to fostering an environment where reading is not only a fundamental skill but also a source of enjoyment and enrichment for every student.</p> <p>Staff Responsible for Monitoring: Principal Librarian Reading Interventionist Campus Instructional Specialist Teachers Reading Task Force</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The campus will utilize paraprofessional support to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5 during WIN time, . Strategy's Expected Result/Impact: All student (EB, SPED, 504, GT) will increase their reading levels by the end of the school year. Staff Responsible for Monitoring: Principal Teacher Reading Interventionist Reading Specialist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: The campus will utilize after school tutorials and the ACE (21st Century) program HIT (High Intensity Tutoring) to improve the number of at-risk students achieving at the "meets" level on STAAR in Reading in grades 3-5 Strategy's Expected Result/Impact: We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets on STAAR. Staff Responsible for Monitoring: Principal Teacher Reading Interventionist Reading Specialist ACE Coordinator Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The campus will utilize the Reading Interventionist to implement deeper reading intervention. Strategy's Expected Result/Impact: With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In addition, we expect STAAR scores to increase for reading. Student reading levels are monitored weekly in PLCs and every six weeks through RTI meetings. Staff Responsible for Monitoring: Teachers Reading Interventionist Principal Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: At present, 65% of all students are achieving below their grade level in mathematics. **Root Cause:** Students in grades K-2 are not receiving a robust foundation in number sense, which is essential for comprehending advanced math concepts in the upper grades. Furthermore, instruction at higher grade levels does not meet the rigor outlined in the TEKS (Texas Essential Knowledge and Skills).

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd - 30%

4th - 20%





5th -25%











Performance Objective 1: Hayley Elementary will improve the performance of all students in Math by increasing meets performance.









HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-5 will increase as compared to 22-23 STAAR results.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective math instructional strategies.</p> <p>Strategy's Expected Result/Impact: The professional development initiatives will be carried out through several channels, including monthly faculty meetings, Professional Learning Communities (PLCs), and district-wide training sessions. Our primary goal is to achieve the following outcomes:</p> <ol style="list-style-type: none"> **Enhanced Math Instruction**: Through regular professional development opportunities, we aim to empower our educators with the knowledge and strategies needed to improve math instruction in the classroom. **Student Achievement**: By providing targeted training and support, we anticipate a significant increase in the number of students who attain proficiency in math and perform on grade level. **Collaborative Learning**: Faculty meetings and PLCs will facilitate collaborative learning among educators, fostering a culture of continuous improvement and shared expertise. **Alignment with District Goals**: Our district-wide training will ensure alignment with broader district goals, enabling a cohesive and unified approach to improving math education. <p>Through these professional development initiatives, we are committed to equipping our educators with the tools and knowledge necessary to elevate student performance in mathematics, ultimately helping students excel at grade level and beyond.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Campus Instructional Specialist</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: The campus will utilize the Math Interventionist to implement deeper math intervention. Strategy's Expected Result/Impact: With intensive math intervention for students performing below grade level, we expect students to increase their math skills. In addition, we expect STAAR scores to increase for math. Student performing below grade level are monitored weekly in PLCs and every six weeks through RTI meetings. Staff Responsible for Monitoring: Teachers Math Interventionist Principal Campus Instructional Specialist IFT Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement math "Happy Math" four days a week 15 minutes daily. Strategy's Expected Result/Impact: Increase in math achievement. This will be monitored through walk-throughs, PLCs and team planning weekly. Staff Responsible for Monitoring: Teachers Math Interventionist Principal Campus Instructional Specialist IFT Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: The campus will utilize after school tutorials and the ACE (21st Century) program HIT (High Intensity Tutoring) to improve the number of at-risk students achieving at the "meets" level on STAAR in Math in grades 3-5. Strategy's Expected Result/Impact: We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets on STAAR. Staff Responsible for Monitoring: Principal Teacher Reading Interventionist Reading Specialist ACE Coordinator Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: The campus will conduct vertical alignment on campus wide essential standard for math k-5 How we will monitor: Teachers, instructional specialists, interventionists, and campus administrators will work collaboratively during PLCs and common planning times to understand the specificity of the essential standard in order to provide rigorous and relevant lessons/strategies to ensure academic success for all students. Staff Responsible for Monitoring: Teachers Instructional Specialists Interventionists Campus Administrators Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

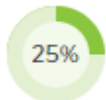



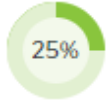



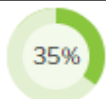


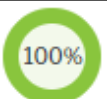




Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Hayley Elementary will increase college and career exploration and emphasis throughout the year to support the increase the CCMR indicator by 2% each school year.

HB3 Goal

Evaluation Data Sources: CCMR Indicators





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Every Monday both students and staff will wear college shirts or Armed Forces Shirts Strategy's Expected Result/Impact: We expect this to increase the students' awareness of different colleges. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hayley Elementary will host a career day. Strategy's Expected Result/Impact: We expect this to increase the students' awareness of different careers Staff Responsible for Monitoring: Counselor Teachers Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Hayley Elementary will host community helpers at our campus throughout the year. Strategy's Expected Result/Impact: We expect this to increase the students' awareness of different careers and knowledge of our community. Staff Responsible for Monitoring: Counselor Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







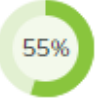

Goal 4: In comparison to state standards, Hayley Elementary will narrow the learning gap for every student group on state assessments by achieving or surpassing predetermined targets.









Performance Objective 1: Hayley Elementary will increase the performance of each student group to meet or exceed established targets.

- Evaluation Data Sources:** Student performance on STAAR 3-5.
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: We will monitor student progress to ensure student needs are being addressed through remediation and interventions. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments. Strategy's Expected Result/Impact: To effectively monitor and support student progress, we have established a comprehensive framework that includes weekly Response to Intervention (RTI) and Professional Learning Community (PLC) meetings. These meetings will serve as crucial platforms for assessing and addressing student performance. Here's how this process will work: 1. Data Sources: <ul style="list-style-type: none">STAAR Results: We will analyze STAAR test results to gauge student performance and identify areas of concern.Universal Screeners: These assessments will provide early indicators of potential academic challenges.RTI Minutes/Data: Records of RTI meetings and data collected during interventions will be reviewed.Data Wall: Visual representations of student data will allow for easy tracking and identification of trends.Common Formative Assessments: Regular assessments aligned with curriculum standards will provide insights into student progress.Curriculum-Based Assessments: Assessments tied to the curriculum will help measure proficiency.Benchmarks Intervention Notes: Documentation of specific interventions and their impact on individual students.PLC Minutes: Collaboration records from PLC meetings will inform instructional decisions. 2. Monitoring Progress: <ul style="list-style-type: none">During RTI and PLC meetings, we will systematically review the data from these various sources to evaluate student progress.We will use this information to identify students who may require additional support or intervention. 3. Adjusting Remediation and Interventions: <ul style="list-style-type: none">If students are not making the expected progress, we will adapt and modify remediation and intervention strategies based on the data.This may involve altering the frequency, intensity, or type of support provided to individual students. 4. Ongoing Review:		Formative			Summative
		Nov	Jan	Mar	June
					

<p>- The process will be continuous, with regular assessments and updates to ensure that students are receiving the appropriate level of support.</p> <p>By utilizing these weekly meetings and a data-driven approach, we are dedicated to ensuring that every student's academic needs are identified and addressed promptly, ultimately fostering their success and growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Committee Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR.</p> <p>Strategy's Expected Result/Impact: Our overarching objective is to significantly raise the number of students who not only meet but also exceed grade-level expectations and established targets. Through our dedicated efforts, data-driven strategies, and collaborative approach, we are committed to achieving this goal and ensuring that every student reaches their full academic potential.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Campus Instructional Specialists Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

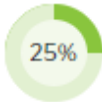



Strategy 3 Details		Reviews			
Strategy 3: Teachers will utilize rigor, relevance and depth of knowledge strategies and questioning in their lessons to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level. Strategy's Expected Result/Impact: We are determined to improve our STAAR results by increasing the percentage of students achieving the "meets" and "masters" levels across all subject areas. This goal reflects our commitment to providing high-quality education and fostering academic excellence among our students. Through targeted interventions, rigorous instruction, and ongoing support, we aim to see significant growth in student achievement on the STAAR assessments. Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialists		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Teachers will implement Kagan Structures to increase student engagement and ensure students are participating in learning. Strategy's Expected Result/Impact: Our expectation is for students to take ownership of their learning and, as a result, achieve academic success. We anticipate that this increased student ownership will be evidenced by a rise in the number of students achieving "meets" on the STAAR assessments and consistently meeting or exceeding grade-level standards. This positive shift in academic performance will reflect our commitment to empowering students and providing them with the tools and support needed to excel academically. Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists 2nd - 5th Teachers Special Education Teacher		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
<p>Strategy 5: Hayley Elementary is dedicated to enhancing teacher collective efficacy and reinforcing the quality of Tier 1 instruction by introducing Professional Learning Communities (PLCs) within our campus. In these PLCs, we will focus on several key objectives:</p> <ol style="list-style-type: none"> **Unpacking Essential Standards**: Teachers will collaboratively dissect the essential curriculum standards to gain a deep understanding of what students are expected to learn. **Identifying Learning Targets**: Together, educators will identify clear and specific learning targets that align with the unpacked standards. These targets will serve as the foundation for instruction. **Setting SMART Goals**: Teachers will work on formulating SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for each learning target. This process ensures that instructional objectives are well-defined and attainable. **Developing Aligned Assessments**: PLCs will support educators in creating assessments that align with the rigorous learning targets, providing a means to measure student progress effectively. <p>By implementing PLCs with a focus on these critical components, we are committed to strengthening our instructional practices, fostering a culture of collaboration, and ultimately, improving student learning outcomes at Hayley Elementary.</p> <p>Strategy's Expected Result/Impact: Our primary expectation is to see a substantial improvement in student achievement by ensuring the consistent implementation of rigorous Tier 1 instruction. By prioritizing high-quality instruction that aligns with academic standards and meets the diverse needs of our students, we aim to elevate their performance and academic outcomes significantly. This commitment to excellence in Tier 1 instruction underscores our dedication to providing every student with the foundation and support needed to excel academically.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Campus Instructional Specialists</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: In comparison to state standards, Hayley Elementary will narrow the learning gap for every student group on state assessments by achieving or surpassing predetermined targets.

Performance Objective 2: Hayley Elementary will strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.





- Evaluation Data Sources:** Student performance
- Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Our teachers will maintain comprehensive individual student data records, encompassing running records, student progress assessments, Common Formative Assessment (CFA) data, and specific individualized goals for each student. This data will serve as a critical resource in our commitment to student success by enabling us to achieve the following objectives:</p> <p>1. **Monitor Student Progress**: The data will be regularly reviewed to track each student's academic journey, ensuring they are making consistent and meaningful progress.</p> <p>2. **Identify Student Needs**: By analyzing this data, we will identify areas where students may require additional support or intervention to address individualized needs.</p> <p>3. **Close Achievement Gaps**: We will use the data to address achievement gaps among students, tailoring instructional strategies and interventions to promote equitable learning outcomes.</p> <p>4. **STAAR Performance Improvement**: Our goal is to increase the number of students achieving "meets" and "masters" levels on the STAAR assessments in all subject areas by utilizing data-driven instructional adjustments.</p> <p>5. **Support English Language Learners**: For English as a Second Language (ESL) students, known as English Learners (ELs), we will use this data to ensure they are progressing toward second language acquisition goals, specifically for the TELPAS assessment.</p> <p>By maintaining these individual student data records and leveraging them for informed decision-making, we are dedicated to advancing the academic success and growth of every student while addressing their unique needs and promoting equitable outcomes.</p> <p>Strategy's Expected Result/Impact: In our commitment to student progress and continuous improvement, our teachers will actively participate in weekly Professional Learning Communities (PLCs) where they will share and discuss their individual student data. These PLC meetings will serve as a crucial forum for data-driven decision-making, and the following actions will be taken:</p> <p>1. **Data Sharing**: Teachers will present their student data, which includes running records, progress assessments, CFA data, and individual goals, during PLC meetings.</p>				

<p>2. Data Analysis: PLC members will collaboratively analyze the data to gain insights into student performance, identify trends, and pinpoint areas of concern or success.</p> <p>3. Instructional Adjustments: Based on the data analysis, teachers will make informed adjustments to their instructional strategies, interventions, and approaches to better meet the unique needs of their students.</p> <p>4. Sharing Best Practices: PLCs provide an opportunity for teachers to share effective instructional practices that have yielded positive results, benefiting their peers.</p> <p>5. Goal Setting: Teachers will collectively set new goals and action plans to target specific areas for improvement in student achievement.</p> <p>6. Monitoring Progress: PLCs will continuously monitor and evaluate the impact of instructional adjustments on student progress.</p> <p>By integrating regular data-sharing and analysis into our PLC structure, we ensure that our educators are equipped to respond effectively to student needs and collectively work towards enhancing student learning outcomes.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal Dean of Student Services Campus Instructional Specialist</p> <p>Title I: 2.6</p>				
---	--	--	--	--

Strategy 2 Details	Reviews			
<p>Strategy 2: Our commitment to the success of English Learners (ELs), including Emergent Bilingual (EB) students, is unwavering. To ensure that our Bilingual and English as a Second Language (ESL) teachers are equipped with the most effective instructional strategies, we will facilitate targeted professional development. Here are some key components of this professional development:</p> <p>1. Language Acquisition Strategies: Teachers will be trained in research-based strategies for supporting language acquisition in EB students, emphasizing listening, speaking, reading, and writing skills.</p> <p>2. Culturally Responsive Teaching: Professional development will address the importance of culturally responsive teaching to create an inclusive and supportive classroom environment that values and celebrates the diverse backgrounds of our EL students.</p> <p>3. Differentiated Instruction: Strategies for differentiating instruction to meet the varying language proficiency levels and academic needs of EB students will be a central focus.</p> <p>4. Integration of Language and Content: Teachers will learn how to seamlessly integrate language instruction with content-area instruction, ensuring that language development occurs across all subjects.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

<p>5. **Assessment and Data Analysis**: Training will cover assessment techniques specific to ELs and how to use assessment data to inform instructional decisions.</p> <p>6. **Parent and Community Engagement**: Strategies for involving parents and the community in supporting the language development and academic success of EL students will also be included.</p> <p>By investing in professional development for Bilingual and ESL teachers, we aim to equip them with the knowledge and skills necessary to provide our EB students with a high-quality education that supports their language acquisition and overall academic growth.</p> <p>Strategy's Expected Result/Impact: Our targeted efforts to implement effective instructional strategies for our Emergent Bilingual (EB) students are anticipated to yield positive results in terms of their TELPAS and STAAR scores. Here are the expected outcomes:</p> <p>1. **TELPAS Score Improvement**: By providing tailored support and instruction, we expect to see an increase in TELPAS (Texas English Language Proficiency Assessment System) scores for our EB students. This progress reflects their enhanced English language proficiency and communication skills.</p> <p>2. **STAAR Score Enhancement**: Our commitment to effective instructional strategies is likely to lead to improved STAAR scores among EB students in all tested subject areas. This improvement signifies their increased academic readiness and achievement on standardized assessments.</p> <p>3. **Language Proficiency**: These strategies will not only boost academic performance but also contribute to greater language proficiency among EB students, enabling them to engage more effectively in classroom activities and discussions.</p> <p>4. **Equitable Education**: Our goal is to promote equitable educational opportunities, ensuring that EB students have equal access to rigorous academic content and can perform at their full potential.</p> <p>5. **Individualized Support**: These strategies will be customized to address the unique needs of each EB student, providing personalized support to help them succeed academically and linguistically.</p> <p>In summary, our emphasis on effective instructional strategies for EB students reflects our commitment to their holistic development, encompassing both language skills and academic achievement. As a result, we anticipate improvements in both TELPAS and STAAR scores, furthering their educational success.</p> <p>Staff Responsible for Monitoring: Bilingual and ESL Teachers Assistant Principal Principal</p> <p>Title I: 2.4</p>				
--	--	--	--	--

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators are dedicated to actively monitoring student progress in core subject areas, and to facilitate this process, they will convene weekly meetings with key personnel including the Counselor, Campus Instructional Specialist, and Intervention Specialists. These collaborative meetings will serve the following purposes:</p> <ol style="list-style-type: none"> **Data Review**: Administrators will analyze data related to student performance in core subjects, including assessments, progress reports, and other relevant information. **Identification of At-Risk Students**: By examining the data, the team will identify students who may be at risk of falling behind academically or who may require additional support. **Intervention Planning**: Based on the data and the identification of at-risk students, administrators and specialists will collaborate to develop targeted intervention plans, including individualized strategies and resources. **Resource Allocation**: The meetings will help ensure that resources, such as instructional materials or personnel, are allocated effectively to support student needs. **Progress Monitoring**: The team will establish mechanisms for ongoing progress monitoring to track the impact of interventions and make necessary adjustments. **Communication**: Regular communication and collaboration among all stakeholders will be emphasized to ensure a coordinated effort in supporting student success. **Continuous Improvement**: Administrators will use these meetings as opportunities for professional development and sharing of best practices to continuously improve instructional strategies and support systems. <p>By holding weekly meetings with these key stakeholders, campus administrators are demonstrating their commitment to proactive and data-driven efforts to enhance student progress and success in core subject areas.</p> <p>Strategy's Expected Result/Impact: Our collective efforts, including the regular monitoring of student progress, targeted interventions, and collaborative strategies, are all aimed at one overarching goal: to see a noticeable improvement in students' progress in core subject areas. By focusing on data-driven decision-making, personalized support, and continuous improvement, we are dedicated to ensuring that each student reaches their full potential and achieves success in their academic journey.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<p>Strategy 4: Starting from grades 2nd through 5th, our Emergent Bilingual (EB) students will engage in weekly sessions using Summit K12 as a valuable resource to address and close learning gaps. This initiative demonstrates our commitment to providing targeted support to EB students and enhancing their educational experience. Summit K12 will serve as a valuable tool to facilitate this process, offering a structured and effective approach to address specific academic needs and promote academic growth among our EB students.</p> <p>Strategy's Expected Result/Impact: The implementation of the Summit K12 program for our Emergent Bilingual (EB) students in grades 2nd through 5th reflects our commitment to closing the achievement gap. We have high expectations that this targeted intervention will result in significant progress and ultimately lead to the closure of the achievement gap for our EB students in these grade levels. By providing them with the necessary support and resources, we aim to empower our EB students to excel academically and achieve success on par with their peers. This initiative reinforces our dedication to equity and inclusive education for all students.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.6</p>		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					



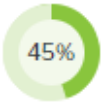

Goal 5: Hayley Elementary will create and put into action a thorough plan to ensure the ongoing safety and security of schools and facilities across the district.

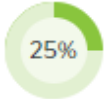



Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Develop a new PBIS system for 24-25

Strategy 1 Details		Reviews			
Strategy 1: Providing training to our staff on effective strategies for working with students identified with ADHD (Attention-Deficit/Hyperactivity Disorder), Autism Spectrum Disorder (ASD), Oppositional Defiant Disorder (ODD), and other emotional disabilities is a crucial step in ensuring that every student receives the support and care they need. Here are some key components of this training: 1. **Understanding the Disorders** : Staff will be educated about the characteristics, symptoms, and challenges associated with ADHD, ASD, ODD, and emotional disabilities. This foundational knowledge is essential for effective support. 2. **Behavior Management** : Staff will learn evidence-based strategies for behavior management, including positive behavior reinforcement, de-escalation techniques, and conflict resolution strategies. 3. **Communication and Social Skills** : Training will address ways to improve communication and social skills for students with these disabilities, helping them navigate social interactions successfully. 4. **Sensory Sensitivities** : For students with sensory sensitivities, staff will be trained on creating sensory-friendly environments and incorporating sensory integration strategies. 5. **Collaboration and Support** : The importance of collaboration between teachers, special education professionals, and support staff in providing a holistic and coordinated approach to supporting these students will be emphasized. 7. **Crisis Intervention** : In cases where students may exhibit challenging behaviors, staff will receive training in crisis intervention and de-escalation techniques to ensure safety for all. 8. **Individualized Education Plans (IEPs)** : Training will also cover the development and implementation of effective IEPs tailored to each student's specific needs. 9. **Cultural Sensitivity** : Recognizing and respecting the cultural backgrounds and individual differences of students and their families will be an integral part of the training. By providing comprehensive training in these areas, we aim to equip our staff with the knowledge and skills necessary to create an inclusive, supportive, and effective learning environment for all students, including those with ADHD, ASD, ODD, and emotional disabilities.		Formative			Summative
		Nov	Jan	Mar	June
					

<p>Strategy's Expected Result/Impact: Our goals for identified students encompass several important aspects of their educational experience and overall well-being:</p> <p>1. **Decrease in Office Referrals**: We aim to see a noticeable reduction in the number of office referrals for identified students. This reflects our commitment to creating a positive and supportive school environment that minimizes disruptive behaviors and focuses on constructive alternatives to address challenges.</p> <p>2. **Increase in Student Achievement**: We expect identified students to experience a significant improvement in their academic performance and achievements. By providing targeted support, personalized interventions, and differentiated instruction, we aim to help them reach their full academic potential.</p> <p>3. **Increased Classroom Engagement**: Our goal is to have identified students spend more time actively engaged in the classroom learning experience. This includes reducing disruptions and promoting a positive classroom environment that maximizes their learning opportunities.</p> <p>Through a combination of supportive interventions, effective teaching strategies, and a nurturing school environment, we are dedicated to improving the overall experience and outcomes for identified students, ensuring they have the opportunity to thrive academically and socially.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators SPED Teachers</p>				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementing Positive Behavior Interventions and Supports (PBIS) strategies to provide regular reward opportunities for all students is a proactive and effective way to promote positive behavior and create a supportive school culture. Here are steps to consider:</p> <p>1. **Establish Clear Expectations**: Define and communicate clear behavior expectations for all students across different settings (classrooms, hallways, cafeteria, etc.). Make these expectations visible and easily accessible to all.</p> <p>2. **Create a Reward System**: Develop a system for recognizing and rewarding positive behaviors. Rewards can be both individual and collective. Consider tangible rewards, such as tokens or points, as well as intangible rewards like praise and recognition.</p> <p>3. **Consistency**: Ensure consistency in applying the reward system. Make sure all staff members are familiar with the system and consistently implement it.</p> <p>4. **Tiered Approach**: PBIS often follows a tiered approach, where universal strategies apply to all students, targeted strategies address the needs of specific groups, and individualized strategies support students with unique needs. Regular rewards can be part of the universal tier.</p> <p>5. **Data Collection**: Collect data on behavior incidents, rewards given, and their effectiveness. Use this data to refine and improve the reward system over time.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

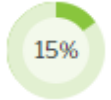






- 6. ****Involvement of Students****: Involve students in the creation and maintenance of the reward system. This promotes ownership and engagement in positive behavior.
- 7. ****Celebration Events****: Consider holding special events or assemblies to celebrate collective achievements and distribute rewards. This can help build a sense of community and excitement around positive behavior.
- 8. ****Teacher Training****: Provide training for teachers and staff on implementing PBIS strategies effectively. This includes recognizing and reinforcing positive behaviors.
- 9. ****Family Engagement****: Engage families in the PBIS process by sharing information about the system and encouraging consistency between home and school.
- 10. ****Continuous Improvement****: Regularly evaluate the effectiveness of the reward system and make adjustments as needed. Solicit feedback from staff, students, and parents to inform improvements.

By implementing PBIS strategies and offering regular rewards for good behavior, you can create a more positive and inclusive school environment that promotes a culture of respect, responsibility, and cooperation among all students.

Use of Every Nine Weeks Grading period Extravaganza

Strategy's Expected Result/Impact: Implementing a daily reward system using Tiger Bucks and offering students the opportunity to shop at the Tiger Market twice a month is an excellent strategy to promote positive behavior and reduce negative behaviors. Here's how this approach can be effectively implemented:

- 1. ****Tiger Bucks Distribution****: Establish a system for distributing Tiger Bucks to students who exhibit positive behaviors. Clearly define the behaviors that earn Tiger Bucks, ensuring that they align with the school's expectations for behavior.
- 2. ****Daily Recognition****: Consistently recognize and reward students for positive behaviors on a daily basis. This can include verbal praise, certificates, or physical Tiger Bucks that students can accumulate.
- 3. ****Tiger Market****: Create a designated space (Tiger Market) where students can redeem their accumulated Tiger Bucks for a variety of incentives, such as small toys, school supplies, or other desirable items. Make sure the rewards are appealing to different age groups.
- 4. ****Monitoring and Accountability****: Track the distribution of Tiger Bucks and the items students select at the Tiger Market. Use data to identify trends in positive and negative behaviors.
- 5. ****Communication****: Keep parents and guardians informed about the Tiger Bucks system and the Tiger Market. Encourage them to support and reinforce positive behaviors at home.
- 6. ****Celebrate Achievements****: Recognize and celebrate the achievements of students who consistently demonstrate positive behavior. Hold special ceremonies or events to acknowledge their efforts.
- 7. ****Peer Reinforcement****: Encourage peer-to-peer reinforcement by allowing students to nominate their peers for Tiger Bucks when they witness positive behaviors.

<p>8. **Feedback Mechanism**: Establish a feedback mechanism for students to provide suggestions or express their preferences for Tiger Market rewards. This can help maintain student engagement.</p> <p>By implementing this daily reward system and offering tangible incentives through the Tiger Market, you can create a positive and motivating environment that reinforces good behavior. Over time, you can expect to see a decrease in negative behaviors and a significant increase in positive behaviors among students.</p> <p>Staff Responsible for Monitoring: Counselor Principal Assistant Principal Teachers</p> <p>Funding Sources: - 199 - General Fund - \$6,000</p>				
Strategy 3 Details	Reviews			
<p>Strategy 3: Hold monthly PBIS (Positive Behavioral Interventions and Supports) meetings with the campus leadership teams to assess the progress of PBIS implementation and discipline data.</p> <p>Strategy's Expected Result/Impact: Results expected are a decrease in negative student behaviors Increase in positive student behaviors</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Teachers Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

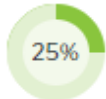



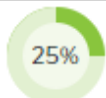
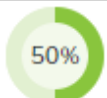
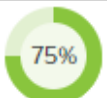

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.





Performance Objective 1: Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: develop a new PBIS system for the 24-25 SY

Strategy 1 Details	Reviews			
Strategy 1: We will provide regular reward opportunities for all students using PBIS strategies. We will recognize and reward students for positive behavior using a variety of methods: Character shout outs, Tiger Bucks, daily announcements, etc. Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors and an increase in positive student behaviors. This will be monitored through the PBIS Committee at least every nine weeks. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor Teachers PBIS Committee	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will post school-wide student behavior expectations in hallways and classrooms. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break. Students will also create videos modeling appropriate behavior in order to increase student buy-in and ownership of behaviors. Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors, and an increase in positive student behaviors. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor Teachers PBIS Committee	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: The campus will increase the use of visuals of appropriate behaviors in the classroom (CHAMPS). The classroom expectations will be posted daily and reviewed with students. Strategy's Expected Result/Impact: Decrease in referrals and increase in appropriate classroom behaviors Staff Responsible for Monitoring: Teachers Administrators Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	➔
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				


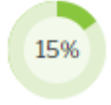






Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 2: Assist students in developing socially appropriate problem-solving abilities.

Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs. Strategy's Expected Result/Impact: We will have a decrease in office referrals. We will have an increase in student achievements and students present more often in the classroom. Training will be provided throughout the year. Staff Responsible for Monitoring: Teachers Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through our character education lessons, teachers will promote an anti-bullying environment, violence prevention and interventions on campus. Our school counselor will also provide guidance lessons for classrooms on anti-bullying and violence prevention. Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors, and an increase in positive student behaviors. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The campus will provide individual and group counseling sessions on anger management, self regulation, and grief. This will done through services provided by the Social Emotional Counselor and Communities in Schools. Strategy's Expected Result/Impact: Decrease in office referrals and an increase in students' ability to self regulate emotions. Staff Responsible for Monitoring: SEL Counselor Counselor Communities in Schools Administrators Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 3: Address the individual needs and talents of students through Fine Arts.

Evaluation Data Sources: Number of state and national performance opportunities.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Hayley Elementary will have a schoolwide music performance which all students can participate. Strategy's Expected Result/Impact: Students have an increased interest in Fine Arts. Staff Responsible for Monitoring: Music Teacher Campus Administrators Counselor ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hayley Elementary will participate in district fine arts performance including Honor Choir and board performance. Strategy's Expected Result/Impact: Students have an increased interest in Fine Arts and belonging on the campus. Staff Responsible for Monitoring: Music Teacher Campus Administrators Fine Arts Director	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 4: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Student attendance will be monitored daily by teachers, students, attendance clerk, counselor, CIS, ACE, and administrators by and calls will be placed with students who are absent two days in a row Strategy's Expected Result/Impact: We expect our annual attendance rate to increase to 93% Staff Responsible for Monitoring: Campus Administrators Attendance Clerk Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hayley Elementary will establish a team dedicated to offering support to students facing attendance challenges and addressing behavior issues that affect their school success. Strategy's Expected Result/Impact: We expect our annual attendance rate to increase and student success to increase from prior year. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Success Counselor CIS ACE	Formative			Summative
	Nov	Jan	Mar	June
				

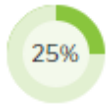







Strategy 3 Details	Reviews			
Strategy 3: The campus will offer attendance incentives to students, staff, and families who show improved attendance, with the goal of increasing attendance rates each nine-week period. These efforts will include attendance parties, homeroom competitions, individual conferences, and other attractive incentives. Strategy's Expected Result/Impact: We expect our annual attendance rate to increase 93% Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	➔
Strategy 4 Details	Reviews			
Strategy 4: The campus will offer family training sessions throughout the year, emphasizing the significance of attendance, especially for kindergarten students, and its influence on student academic achievement. This outreach will encompass activities such as home visits, parent educational sessions (both virtual and in-person), family-teacher conferences, and outreach walks. Strategy's Expected Result/Impact: Through family training we expect our attendance rate to increase, especially in kindergarten. The campus attendance rate is monitored daily. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist Teachers Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	✗
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 5: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation, course selection and interest surveys

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: The campus will have a Student Council for 5th graders. Strategy's Expected Result/Impact: Increase in student ownership on the campus Staff Responsible for Monitoring: Counselor Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 30%	 60%	
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

Goal 7: Hayley Elementary will furnish resources and apply positive behavior strategies aimed at reducing student disciplinary referrals, leading to a decrease in in-school suspension (ISS), out-of-school suspension (OSS), and discretionary placements to the Disciplinary Alternative Education Program (DAEP).

Performance Objective 1: Create and put into action intervention strategies aimed at addressing student compliance.

Evaluation Data Sources: Decrease number of discipline referrals, ISS, OSS placements

Summative Evaluation: Some progress made toward meeting Objective






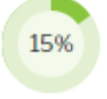





Strategy 1 Details	Reviews			
Strategy 1: As a campus we will develop school-wide behavior expectations. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break. Every month a committee will monitor the data to see if adjustments or additional supports are needed to ensure the strategies are increasing the number of students meeting behavioral expectations. Strategy's Expected Result/Impact: Decrease in the number of referrals. Staff Responsible for Monitoring: PBIS Committee Assistant Principal Dean of Student Success Counselor Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: Hayley Elementary will furnish resources and apply positive behavior strategies aimed at reducing student disciplinary referrals, leading to a decrease in in-school suspension (ISS), out-of-school suspension (OSS), and discretionary placements to the Disciplinary Alternative Education Program (DAEP).

Performance Objective 2: Collaborate with teachers and specialized staff to create personalized behavior plans for students at risk.

Evaluation Data Sources: Tracking behavioral data and implementing behavior plans.

Summative Evaluation: Some progress made toward meeting Objective










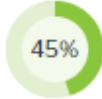


Strategy 1 Details	Reviews			
Strategy 1: We will offer training to the staff to facilitate their support and comprehension of behavioral interventions. Strategy's Expected Result/Impact: We anticipate that this will lead to a reduction in office referrals and a boost in student achievement by maximizing classroom attendance. Training will be conducted during faculty meetings and campus professional development days. Staff Responsible for Monitoring: Teachers Campus Administrators Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will establish a comprehensive Behavioral MTSS Committee dedicated to creating individualized plans for students. Strategy's Expected Result/Impact: The behavioral MTSS committee will meet at least every six weeks to develop and monitor individual plans. We expect to have a decrease in office referrals. Staff Responsible for Monitoring: Counselor Campus Administrators Teachers Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: A committee will convene on a weekly basis to address the behavioral challenges faced by individual students, particularly when their behavior is affecting their academic progress. The committee will formulate an action plan. Strategy's Expected Result/Impact: A decrease in office referrals and an increase in student achievement. Staff Responsible for Monitoring: Counselor Campus Administrators CIS ACE	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 8: Hayley Elementary will provide the students and staff with innovative technology equipment, support, and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Students and Teachers will use appropriate intervention software to enhance and personalize learning. Strategy's Expected Result/Impact: We will show an increase in student achievement and an increase in the use of technology by students. This will be monitored through weekly walk-throughs, lesson plans, campus usage reports and RTI meetings. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Campus Instructional Specialists Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize technology weekly in their classrooms. Teachers will use different instructional technology application to enhance instruction, personalize learning and increase student learning. Strategy's Expected Result/Impact: There will be an increase in student achievement. The use of technology will be monitored weekly through walk-throughs, observations, campus usage reports and team planning. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will utilize educational applications as a tool in the classroom to increase student performance Strategy's Expected Result/Impact: There will be an increase in student achievement. This will be monitored through walk-throughs, observations, campus usage reports and student work samples. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: The campus will provide technology training throughout the year to increase the use of instructional technology on the campus. Strategy's Expected Result/Impact: The campus usage of educational technology will increase to meet the personalized needs of all students. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	➔
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.









Performance Objective 1: Hayley Elementary will develop highly qualified and effective staff through on-going professional development.

High Priority

Evaluation Data Sources: Retention rate, improved instruction

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Data Binders per teacher



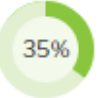

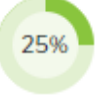





Strategy 1 Details	Reviews			
Strategy 1: Taking into account input from staff, data analysis, and observations, Hayley Elementary will formulate a comprehensive professional development plan aimed at cultivating a highly qualified and proficient staff. Strategy's Expected Result/Impact: The anticipated outcomes encompass exceptional instructional quality, leading to a subsequent rise in student academic success. Staff Responsible for Monitoring: Campus Administrators Team Leaders Teachers Campus Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization through the use of committees and teams.

Evaluation Data Sources: all teachers will have a assigned committee, we will use sign in sheets and agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will create teacher led task forces to develop action plans to increase student success. Strategy's Expected Result/Impact: The expected result is an increase in shared ownership in campus decisions. Staff Responsible for Monitoring: Teachers Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: As a campus, we will review and reconsider our campus objectives, mission statement, and vision. Strategy's Expected Result/Impact: The expected result is an increase in shared ownership in campus decisions and an understanding of our what and why. Staff Responsible for Monitoring: Principal Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Attract and keep top-tier, exceptionally skilled personnel.

High Priority

Evaluation Data Sources: Increased retention rate among all staff at Hayley

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Expected results are high quality instruction, which in turn will increase student achievement. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: The expected results are highly effective instruction, which in turn will increase student Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: We will assess the effectiveness of the campus Teacher Induction Program/Mentorship initiatives and implement modifications to enhance teacher retention efforts within the program. Strategy's Expected Result/Impact: The expected result is to retain new teachers and decrease teacher turnover rate. This will be monitored monthly and at the end of the 2021 - 2022 school year Staff Responsible for Monitoring: Principal Mentor Teachers Mentee Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				



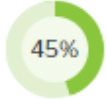






Goal 10: Hayley Elementary will uphold a favorable reputation among all community stakeholder groups.

Performance Objective 1: Enhance communication and foster collaboration within the school community.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Summative Evaluation: Some progress made toward meeting Objective









Next Year's Recommendation: two teachers want to take over.













Strategy 1 Details	Reviews			
Strategy 1: Hayley Elementary will form a Parent-Teacher Organization (PTO). Strategy's Expected Result/Impact: The expected impact is an increase in the number of families involved with the campus. Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The school will produce a monthly newsletter for families, providing them with essential dates, educational tips, and campus updates. This newsletter will be disseminated through various channels, including the school website, campus social media profiles, and the marquee, to ensure widespread accessibility. Strategy's Expected Result/Impact: The expected results are an increase in family involvement and families being more informed of events on the campus. Staff Responsible for Monitoring: Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Hayley Elementary will create a Special Events Committee with the goal of expanding the range of on-campus events to foster greater collaboration within the school community. Strategy's Expected Result/Impact: We expect to have an increase of family, community, and staff involvement on the campus. Staff Responsible for Monitoring: Special Events Committee Teachers Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 11: Hayley Elementary is committed to offering continuous support and fostering active parental involvement throughout the academic year.

Performance Objective 1: Provide chances for every family to actively participate in their child's educational journey.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide a series of family educational series virtually and/or in-person. The sessions will include, but not limited to: Early literacy, bilingual literacy, technology, attendance, STAAR, homework, and how to establish routines at home. Additionally, the campus will survey the families to see what additional training they might need. Strategy's Expected Result/Impact: The expected results are an increase in family involvement both at the school and in the home. We also expect to increase our student achievement and attendance. Staff Responsible for Monitoring: Campus Administrators Counselor Campus Instructional Specialists Teachers Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will host several special events in the evening and on weekends to increase positive relationships between home and school. Strategy's Expected Result/Impact: The expected impact is an increase in the number of families involved with the campus. Staff Responsible for Monitoring: Campus Administrators Special Events Committee Counselor Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Hayley Elementary will develop community partnerships, such as SMART Family Literacy, UTMB, Junior League of Galveston County, and the City of La Marque and different departments to offer a series of family events increase positive child/parent relationships, develop healthy lifestyles, and increase the use of oral language and reading between child and families. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Administrators Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: The campus will develop and distribute the Parent/Family, Student, School Compact Strategy's Expected Result/Impact: Increased understanding of shared responsibility between school and home. Staff Responsible for Monitoring: Administrators Counselor Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

Simms Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Simms Elementary is committed to excellence in learning by engaging, educating, and encouraging students and staff to become creative leaders, innovators, and thinkers in the world.

Vision

Simms Elementary is committed to our "why" and holds PRIDE at the core of its values: Purpose, Respect, Integrity, Dedication, Empathy.

Through our PRIDE, we are committed to the following:

1. Our staff purposefully develops engaging, rigorous, and focus-driven lessons for the whole child.
2. We will develop meaningful relationships that help promote a positive and productive future.
3. We will prepare our students for success now and in the future.
4. All stakeholders will feel that their opinions are heard, respected, and validated.
5. Everyone will collaborate to respect, support, and encourage one another.
6. We will be role models of respect for all students.
7. Everything we do will be in the best interest of our students.

8. We will do the right thing, even when things are difficult.

9. We will demonstrate integrity and high moral character.

10. We will be prepared to instruct students each and every day.

11. We will not let obstacles stop us from working toward our goals.

12. We will establish effective connections through effective communication and building relationships.

13. We will be kind and compassionate, regardless of others' differences and/or situations.

14. We will always seek first to understand.

ESF Targeted Improvement Plan

This campus improvement plan also serves as the Effective Schools Framework TARGETED IMPROVEMENT PLAN. The ESF components are labeled throughout the plan and can be printed without the rest of the CIP, if desired.

ESF TIP Components

- Prioritized Focus Area 3: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.
 - CIP Goal 9, Performance Objective #1
 - Page number in this CIP 25
- Prioritized Focus Area 2: Objective-driven daily lesson plans with formative assessments
 - CIP Goal 6, Performance Objective #1
 - Page number in this CIP 21

- Prioritized Focus Area 5: Data-Driven Instruction
 - CIP Goal 5, Performance Objective #1
 - Page numbers in this CIP 19-20

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
School Processes & Programs	6
Perceptions	9
Priority Problem Statements	10
Goals	11
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	11
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	12
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	13
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	14
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	16
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	18
Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	22
Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.	23
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	24
Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.	25
Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Simms Elementary School is a neighborhood located in Texas City, Texas. Simms Elementary School is apart of the Texas City Independent School District and is home to 510 students in Kindergarten thru 5th grades. Simms has a rich history in the community. Many families have built a legacy through Simms and the entire feeder pattern. Simms is a Title I campus with students enrolled in Special Education, Gifted and Talented, Limited English Proficiency and 504. Student also participate in fine arts and extra curricular activities.

Simms is comprised of 95% economic disadvantaged. Our demographic breakdown is Black (62%), Hispanic/Latino (22%). White (10%), Multi-Race (5%), Asian (.5%), Native Hawaiian (.5%).

Simms was rated an "B" for Overall Performance, Not Rated - Student Achievement, "B" School Progress, "C" Closing the Gap.

Simms has a Staff/Faculty population of 51 employees. 29 of the Staff/Faculty members are teachers. Simms celebrates adding 6 new teachers to their teaching staff. In addition, Simms welcomes a new Principal and Dean of Student Support Services. Simms teaching staff has 28 teachers. 6 teachers have 5+ years of teaching experience. In addition, over 50% of teaching staff have graduate degrees.

Simms ended the 2022-2023 school year with a 90.87% Attendance Rate.

Demographics Strengths

Simms Demographic Strengths are....

- Staff/Faculty Commitment
- Behavior Discipline Model
- Many of the Staff/Faculty have a personal connection with Simms
- Simms has various committees that promote campus unity and staff buy-in.
- Students at Simms Elementary are very accepting of new students regardless of race or ethnicity
- Our school has an active PTO and volunteer program that supports all stake holders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Previous Surveys indicated that communication needs to be more timely and consistent. **Root Cause:** There needs to be campus wide communication systems implemented to ensure the campus is ran smoothly and so that parents get information quickly and know where to go for support.

School Processes & Programs

School Processes & Programs Summary

The Simms instructional program that teachers follow is aligned to the TEKS and the district pacing guides. Teachers meet weekly to plan, discuss data, and staff on student as a team based on TEKS, the district pacing guide and data from previous assessments. Classroom walkthroughs are conducted weekly to ensure the programs are being used. Lesson plans, which are checked by grade level administrators weekly, are also monitored to ensure that the curriculum and programs are being used effectively.

Assessments are given regularly to measure student achievement and the data is analyzed during PLC. Once the data has been analyzed, teachers plan for small groups and reteaching to ensure the TEKS are mastered. All assessment data is kept in data folders. Plans are in the works for a campus data wall. Those teachers that still need assistance may receive additional training or modeling.

Technology is a big push at Simms. However, additional training among teachers is needed to increase their individual skills.

The counselors provide various programs to promote college and career readiness. Each week, various careers are highlighted on the

announcements, career day speakers come each year to provide students with career guidance and answer questions. There are bulletin boards in the school that promote careers and colleges in the hope that it will encourage the students.

The RTI Committee meets monthly to discuss the status of students who have been referred for STAT and where they are in the process.

School Processes & Programs Strengths

Current Enrollment – 510 (over projection)

Keen focus on Student Counseling;

- Campus Counselor [School Counselor 2023-2024 Referral Form -](#)
- Resolve It
- I Choose Me
- Weekly SEL Videos
- Guidance Lessons – 1st Tuesday of the Month

- Staff Moral Building w/ Monthly Activities

- [Orange You Glad It's Fri-YAY!](#)
- [August Staff Birthday Cake](#)
- [Panther of the Week](#)
- [Staff Birthday Cards](#)

- Student Engagement

- [Daily Announcements](#)
- [Monthly Announcement Schedule](#)
 - Character Strong Rally
 - Student of the Month
 - Birthday Shout-Outs
 - [Student Birthday Pencils](#)
 - Monthly Birthday Cupcake Party
- Campus Wide Discipline Initiative
- [Simms Discipline Management](#)
 - Simms Grade Level Behavior Logs
- Campus Wide Communication Initiatives
- [9/17 Panther Press](#)
- [Simms Facebook Page](#)
- [GroupMe Page](#)
 - Monthly Parent Newsletter
 - School Messenger
 - Digital Marquee
- [Class DoJo](#)
 - [Campus Wide Parent Contact Log](#)
- Weekly Meetings
 - A-Team Meetings
 - [Weekly Check-Ins](#)
 - [Leadership Team Bi-Weekly Meetings](#)
- Attendance Incentives
- [Enrollment Counts as of 0927](#)
- POD Parents
 - Operation Keep Teaching

- Campus-Wide Expectations (P.R.I.D.E.)
- Dedicated Substitutes

Simms Elementary staff has a common shared vision to make a positive and significant difference in the life of each student, staff member, parent and community member on a daily basis. The Simms Elementary staff and learning community is committed to all students reaching his/her highest level of success. The entire campus believes students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the students are taught the value of perseverance and teachers focus on pointing out progress to students on a regular basis. Students are taught the benefit of always doing your best the first time and to never be fearful to take a risk as a learner. Our staff sets high expectations for each student and provides a framework to support each student in reaching his/her highest potential through targeted interventions and enrichment opportunities. This year our campus is focused on providing more individualized, targeted student learning opportunities during small group and extended learning time to better facilitate the growth of each student.

Simms Elementary is committed to maintaining a welcoming and positive school environment that promotes continued parental and community involvement. We strive to provide a responsive climate for parents and to widely communicate ways for parents and community members to partner with us in educating the children of Simms.

Simms developed a PTO Committee during the 2022 - 2023 school year and they continue to be an asset to our campus. Our school enrollment has increased and we could not be more grateful. We utilize a variety of options to assist parents and community in staying informed about campus events that include monthly newsletters, call outs, Dojo, emails, texts, calls, and our Facebook Page.

Simms Elementary is in the process of implementing school-wide systems and routines that will be designed to maintain a safe and orderly learning environment for all. Teachers and staff have been given the expectations of routinely practicing school and classroom procedures designed to establish and maintain a positive learning environment. Professional development and training continues to be important at Simms to provide effective strategies and interventions designed to maximize student engagement.

Respect for staff, students, community, country and world is modeled and reinforced daily in a positive school environment that values the importance of good citizenship attributes. Monthly Character Traits are introduced to the staff and students by the Counseling Team and individual students are rewarded at the end of the month for displaying the traits. There is also a strong focus on the SEL for students and staff. Outside Counselors are brought in to assist with other needs.

A focus this year will be to provide differentiated, target instruction in small groups and Tier I instruction. Staff will continue to work collaboratively to analyze levels of student progress throughout the year. Simms Elementary continues to have a low incidence of discipline referrals. Campus discipline data shows positive progress with the number of discipline referrals being greatly reduced over time as the campus continues to refine the system of school wide procedures/routines using a Discipline Matrix.

The implementation of SEL Videos has been introduced this year to assist students with coping schools and decreasing behavior incidents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Primary students are struggling with mastering basic reading skills such as: phonemic awareness, phonics, fluency and vocabulary. **Root Cause:** There is not enough support for K-2 interventions to build a solid foundation in reading.

Problem Statement 2: The teaching of daily social skills lessons was not consistent in the previous year, resulting in student difficulty to problem-solve and resolve conflicts. **Root Cause:** Social Skill lessons were not reflected in lesson plans or on the daily schedule for monitoring.

Problem Statement 3: Reading scores decreased tremendously over the past year. **Root Cause:** Professional development on reading programs is needed for teachers and a keen focus on reading and writing is needed from teachers.

Perceptions

Perceptions Summary

Simms Elementary is a school whose core values center around PRIDE: Purpose, Respect, Integrity, Dedication, and Empathy. We are committed to excellence in both academics and social-emotional practices. We are dedicated to helping students be their best selves by teaching our core values and social skills (ex. conflict resolution, self-respect, problem-solving, etc.). We value parents as their children's first teachers and experts of their dispositions. Our campus works hard at creating a family environment where everyone feels safe, accepted, and valued. Our goal is that you feel safe and welcomed as soon as you walk through our doors and compelled to join us in our efforts to help our students be successful. We are continuing to work with our families by providing workshops and training opportunities that offer support to them as they work to help their children be successful. We also have expanded our SEL partnerships to include I Choose Me Counseling, LLC, Consultant Dr. Bing, and a new part-time SEL Counselor. Communities in Schools and Resolve It! continue to be partners, as well, to support students and families.

Perceptions Strengths

We have worked hard to build strong relationships with our families and community and continue to make gains in that area. We have an active Community Outreach committee to help maintain our presence at community events and bring community mentors within our school. We have also initiated a Panther PRIDE movement to teach students to take pride in themselves by displaying appropriate behavior as they move throughout the campus. Each day during announcements, we feature a mindful moment where we reflect on our Panther Core Values. These values target specific values including self-esteem, respect, honesty, selfdiscipline, etc. Our discipline committee continues this work by initiating campus-wide campaigns that highlight these core values and recognize students for their efforts. This year, we are implementing a monthly celebrations assembly to recognize those students who are displaying their Panther PRIDE across campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: : Student surveys showed that students only feel safe most of the time, rather than all of the time. **Root Cause:** Students need real-world practice and coaching in problem-solving and resolving conflict.

Problem Statement 2: There is a misconception from teachers about behaviors that constitute office referrals and administrative level consequences. **Root Cause:** All teachers do not understand the varied levels of behaviors and consequences on the behavior flowchart. Teachers also need additional PBIS training and training on addressing/monitoring students on BIPs.

Problem Statement 3: Parents survey revealed a perception that front office staff is rude. **Root Cause:** Most parents that complain about the front office staff are parents who have been required to come pick up children for behavioral issues. They are frustrated and need strategies on working with their special needs child at home.

Priority Problem Statements

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

- 3rd Grade Reading 28% to 40%
- 5th - 8th Grade Reading 34% to 46%
- English I & English II 36% to 48%

Performance Objective 1: By the 2024 STAAR Test, Simms Elementary will increase performance on all reading tests by 10% at the meets level. (from 29.23% to 39.23% in 3rd Grade and from 37.14% to 47.14% in 5th Grade)

High Priority

Evaluation Data Sources: STAR 2024 Reading Scores

Strategy 1 Details		Reviews			
Strategy 1: Design a campus-wide reading incentive program to build reading stamina that facilitates student ability to attend to text. Strategy's Expected Result/Impact: Increased reading fluency and comprehension that will lead to better understanding of science content. Staff Responsible for Monitoring: Administrators, RLA Instructional Specialist, Reading Interventionist, Librarian, Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><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></div>					

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

- 3rd Grade Math 35% to 45%
- 5th - 8th Grade Math 39% to 49%
- Algebra I 41% to 51%

Performance Objective 1: By June 2024, Simms Elementary will increase STAAR performance on all math tests by 10% at the meets level.

High Priority

Evaluation Data Sources: STAAR 2024 Math Scores

Strategy 1 Details	Reviews			
Strategy 1: All math teachers will conduct daily math fluency practice and warm-up for 5 to 10 minutes of each math class. Strategy's Expected Result/Impact: Build fact fluency and problem-solving skills so students can focus on problem solving and solve word problems with accuracy. Staff Responsible for Monitoring: Administrators, Math Instructional Specialist, Math Interventionist, Math Teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to push small group and math interventions in all grades to close gaps through continuous implementation or district program, coaching, monitoring small group instruction, and ongoing PD embedded in the PLC cycle, Strategy's Expected Result/Impact: Increase math computation and problem solving. Staff Responsible for Monitoring: Administrators, Math Instructional Specialist, Math Interventionist, and Math Teachers.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> Continue/Modify </div> <div> Discontinue </div> </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.





Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Simms Elementary will increase STAAR Science performance by 24% at approaches or above on STAAR 2023 (from 9% to 20%).

High Priority

Evaluation Data Sources: 2024 STAAR Scores





Strategy 1 Details	Reviews			
Strategy 1: Continue implementing new science program (PhD Science) in grades K-4 through the TCLAS grant. Strategy's Expected Result/Impact: Vertically aligned and consistent science instruction to support 5th grade science instruction and STAAR performance. Staff Responsible for Monitoring: Administrators, Math/Science Instructional Specialists, Teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct professional development of the PhD Science program and establish implementation expectations. Strategy's Expected Result/Impact: Consistency in instruction leading to improved performance in Science Staff Responsible for Monitoring: District C&I Staff, Administrators, Instructional Speciaist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: A Science lab standard of exception will be created for grades K-5th based on focused skills within the assigned program curriculum. Strategy's Expected Result/Impact: Consistency in instruction leading to improved performance in Science. Staff Responsible for Monitoring: District C&I Staff, Administrators, Instructional Specialist, Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Design a campus-wide reading incentive program to build reading stamina that facilitates student ability to attend to text. Strategy's Expected Result/Impact: Increased reading fluency and comprehension that will lead to better understanding of science context. Staff Responsible for Monitoring: Administrators, RLA Instructional Specialist, Reading Interventionist, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to push small group reading instruction in grades 3rd - 5th to close literacy gaps through continued literacy coaching, monitoring small group instruction, and ongoing PD embedded in the PLC process. Strategy's Expected Result/Impact: Increased reading fluency and comprehension. Staff Responsible for Monitoring: Administrators, Reading Language Arts, Instructional Specialist, Teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data, Behavior Intervention Plans, Student Success Meeting Minutes, Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will comply with school-wide discipline plan. Following Clinic Guidelines Behavior Intervention Logs Arriving to Duty on time, before, during, and after school Strategy's Expected Result/Impact: Decrease Behavior issues and maintain safe environment. Staff Responsible for Monitoring: Administrators, All Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will design and utilize a tracking system to monitor, award, and redirect student expectations and behaviors in the classroom. The campus has agreed to communicate with parents through Class DoJo. Strategy's Expected Result/Impact: Decrease class interruptions and increase student engagement. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 2: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.

High Priority
Evaluation Data Sources: Campus Safety Committee Agendas, Meetings with Minutes.

Strategy 1 Details	Reviews			
Strategy 1: Assigned Administrator will recruit a safety team and provide a roster. Each campus team will member will meet monthly to assess/refine the campus safety practices. Strategy's Expected Result/Impact: To have a safe and orderly campus. Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.





Performance Objective 1: Simms ES will provide a variety of counseling opportunities to students and their families.

High Priority

HB3 Goal

Evaluation Data Sources: Counseling Service Schedules

Strategy 1 Details	Reviews			
Strategy 1: School counselor will provide guidance lessons to classes weekly to address character building. Strategy's Expected Result/Impact: Increased student awareness of social skills and ability to resolve issues. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: School counselor will conduct group counseling sessions to address specific student concerns such as grief, divorce, self-esteem etc., Strategy's Expected Result/Impact: Increased student awareness of emotions and coping skills to deal with them. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Provide direct service counseling through Resolve It, and I Choose Me Counseling, LLC. Strategy's Expected Result/Impact: Increased student coping abilities with certain concerns and situations. Staff Responsible for Monitoring: Administrators and Direct Service Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: Simms ES will reduce discipline referrals by 25%

Evaluation Data Sources: Discipline referral reports

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct a refresher course with staff on the Behavior Chart, and SEL strategies. Strategy's Expected Result/Impact: Increased awareness of leveled offenses and how to address them. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct PBIS Training with the emphasis on specific behavior tracking charts that target high needs behaviors. (ex off task, elopement, verbal/physical aggression). Strategy's Expected Result/Impact: Increased awareness in teachers to address and decrease these targeted behaviors at the classroom level. Staff Responsible for Monitoring: Assistant Principals and teachers. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement Character Strong lessons and SEL videos with fidelity. Strategy's Expected Result/Impact: Consistent student character building awareness Staff Responsible for Monitoring: Administrators, Counselor, Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.





Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Create a standard of campus-wide parent communication that is timely and consistent.

High Priority

Evaluation Data Sources: Parent communications





Strategy 1 Details	Reviews			
Strategy 1: Conduct a parent survey to identify preferred mode(s) of communication. Strategy's Expected Result/Impact: Certainty of parents receiving campus news efficiently and timely. Staff Responsible for Monitoring: Administrators Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and share a monthly calendar of events with parents. Strategy's Expected Result/Impact: Increased awareness of campus events and initiatives. Increased parent engagement in academic conversation and activity. Staff Responsible for Monitoring: Administrators/Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Create and share a monthly campus newsletter that highlights social emotional learning, tips, tools for parents, upcoming events and pictures. Strategy's Expected Result/Impact: Increased awareness of campus events and resources. Increased parent engagement in academic conversation and activity. Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialist, and Interventionist. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Each teacher will send a weekly and /or monthly newsletter home to parents to highlight skills being learned such as classroom procedures, tips, tools for assistance at home, and upcoming events. Strategy's Expected Result/Impact: Increased awareness of skills practice. Increased parent engagement in academic conversation and activity. Staff Responsible for Monitoring: Administrators, Instructional Specialist, and Teachers Title I: 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 2: Simms ES will provide parent support through workshops and direct counseling services.

Evaluation Data Sources: Workshop Schedules and District Counseling Logs

Strategy 1 Details	Reviews			
Strategy 1: Provide parent workshops to give parents knowledge and tools to provide support at home for students who may have some struggles. Specific topics are ADD/ADHD, Anxiety/Depression, Trauma/Attachment Disorder, and Autism. Strategy's Expected Result/Impact: Parents will have an increased knowledge of how to provide SEL support to children that helps to improve their behavior and learning success. Staff Responsible for Monitoring: Administrators, Counselors, Consultants Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide 5-session therapy bundles for the parents of students who receive direct counseling services through I Choose Me Counseling, LLC Strategy's Expected Result/Impact: Provide counseling support to parents to deal with unresolved trauma or other concerns that will result in a better home environment for student success. Staff Responsible for Monitoring: Administrators, Counselors, Counseling Consultant Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District



SECTION 5

Report on Violent or Criminal Incidents



Report on Violent or Criminal Incidents 2023-24

Texas City ISD Violent and Criminal Statistics is derived from the number, rate and type of violent and criminal incidents that occur on each campus. The report describes criminal behavior that occurred on public school campuses and other properties associated with the TCISD, during school hours, including incidents at auxiliary facilities like Robinson Stadium.

Texas City ISD has numerous programs, policies, and procedures to promote a safe and supportive learning environment for every student. District and Campus Improvement Plans incorporate in their discipline management program and document in their Student and Teacher Handbooks those actions which include student and employee training of the consequences related to:

- sexual harassment and dating violence
- physical and verbal aggression
- suicide prevention
- conflict resolution
- violence prevention and intervention
- bullying in school, on school grounds and in school vehicles
- promoting any of the above activities through technology

Educational resources in the district which offer information or counseling concerning the prevention of violent or criminal incidents and drug abuse include:

- Students can anonymously report any suspected or known criminal act through the P3 Campus Reporting System
- Woodrow Wilson as the local DAEP
- Professional Development for staff • Local Crime Stoppers on each campus in the district
- Transition meetings for students who are assigned to any alternative campus to counsel them in future preventative behaviors

Texas City ISD

2023-24 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) (To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)

Reason Code	Description	084906001	084906002	084906006	084906041	084906043	084906101	084906102	084906103	084906104	084906105	084906110	084906111
		TEXAS CITY H S	LA MARQUE H S	WOODROW WILSON DAEP	BLOCKER MIDDLE	GILES MIDDLE	FRY INT	HEIGHTS EL	KOHFELDT EL	MANUEL GUAJARDO JR EL	ROOSEVELT-WILSON EL	HAYLEY EL	SIMMS EL
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	*	0	0	0	0	0	0	0	0	0	0	0
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0	0	0	0	0	0	0	0	0	0	0
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0	0	0	0	0	0	0	0	0	0
16	Arson – TEC 37.007(a)(2)(B)	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC 37.007(a)(2)(C)	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency With A Child – TEC 37.007(a)(2)(D)	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated Kidnapping – TEC 37.007(a)(2)(E)	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC 37.007(d)	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC 37.007 (a)(2)(A)	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC 37.007(d)	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC 37.007(a)(2)(A)	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony Controlled Substance Violation – TEC 37.007(a)(3)	0	*	0	0	0	0	0	0	0	0	0	0
37	Felony Alcohol Violation – TEC 37.007(a)(3)	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated Robbery – TEC 37.007(a)(2)(F), TEC 37.007(C)-(D) (HB9680)	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter – TEC 37.007(a)(2)(G)	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally Negligent Homicide – TEC 37.007(a)(2)(H)	0	0	0	0	0	0	0	0	0	0	0	0
49	Engages in Deadly Conduct - TEC 37.007(b)(3)	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC 37.007(a)(2)(I)	0	0	0	0	0	0	0	0	0	0	0	0
59	Serious Misbehavior, as defined by TEC 37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	0	0	11	0	0	0	0	0	0	0	0	0
Total Incidents		*	*	11	0	0	0	0	0	0	0	0	0
Student Enrollment (Fall 2023 PEIMS Snapshot)		1,718	689	117	814	536	770	410	427	537	466	502	524
Incident Rate		0.1%	0.1%	9.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:
<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

* TEC 37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District



SECTION 6

Student Performance in Postsecondary Institutions

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

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

Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2022, spring 2023, and summer 2023 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2023, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2023 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
TEXAS CITY ISD								
	084906002 LA MARQUE H S							
	Four-Year Public University	15	7	1	1	3	3	0
	Two-Year Public Colleges	38	20	5	5	2	3	3
	Independent Colleges & Universities	1						
	Not Trackable	5						
	Not Found	85						
	Total High School Graduates	144						
	084906001 TEXAS CITY H S							
	Four-Year Public University	37	7	12	3	7	8	0
	Two-Year Public Colleges	137	51	18	16	25	19	8
	Independent Colleges & Universities	4						
	Not Trackable	14						
	Not Found	210						
	Total High School Graduates	402						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District



SECTION 7

Progress Toward Meeting Board-Adopted HB3 Goals

Texas City ISD District & Campus Early Childhood Literacy Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading
will increase from 36% to 50% by June 2028.**

Yearly Target Goals

2024	2025	2026	2027	2028
36%	40%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	23%	39%	47%	*	*	*	33%	26%	33%	57%	37%	37%	33%
2025	27%	43%	51%	*	*	*	37%	30%	37%	61%	41%	41%	37%
2026	31%	47%	55%	*	*	*	41%	34%	41%	65%	45%	45%	41%
2027	34%	50%	58%	*	*	*	44%	37%	44%	68%	48%	48%	44%
2028	37%	53%	61%	*	*	*	47%	40%	47%	71%	51%	51%	47%

All Students

2022	42%	28%	43%	53%	*	*	*	74%	21%	39%	42%	36%	43%	41%
2023	45%	32%	49%	48%	*	*	*	64%	23%	44%	67%	59%	45%	45%
2024	36%	23%	39%	47%	*	*	*	33%	26%	33%	57%	37%	37%	33%

Texas City ISD District & Campus

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading will increase from 82% to 96% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
82%	86%	90%	93%	96%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	81%	90%	60%	*	*	*	*	66%	83%	*	*	*	*
2025	85%	94%	64%	*	*	*	*	70%	87%	*	*	*	*
2026	89%	98%	68%	*	*	*	*	74%	91%	*	*	*	*
2027	92%	100%	71%	*	*	*	*	77%	94%	*	*	*	*
2028	95%	100%	74%	*	*	*	*	80%	97%	*	*	*	*

All Students

2022	87%	79%	89%	*	*	*	*	*	*	87%	*	*	*	*
2023	86%	81%	90%	83%	*	*	*	*	74%	86%	*	*	*	*
2024	82%	81%	90%	60%	*	*	*	*	66%	83%	*	*	*	*

Texas City ISD District & Campus Early Childhood Literacy Progress Measure 2

The percent of K students that score on grade level or above in Reading will increase from 51% to 64% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
51%	55%	59%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	42%	49%	63%	*	*	*	69%	31%	49%	*	41%	*	*
2025	46%	53%	67%	*	*	*	73%	35%	53%	*	45%	*	*
2026	50%	57%	71%	*	*	*	77%	39%	57%	*	49%	*	*
2027	53%	60%	74%	*	*	*	80%	42%	60%	*	52%	*	*
2028	56%	63%	77%	*	*	*	83%	45%	63%	*	55%	*	*

All Students

2022	50%	60%	66%	76%	*	*	*	67%	60%	63%	*	74%	*	*
2023	46%	28%	47%	19%	*	*	*	*	38%	45%	*	65%	*	*
2024	51%	42%	49%	63%	*	*	*	69%	31%	49%	*	41%	*	*

Texas City ISD District & Campus Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in
Reading will increase from 53% to 67% by June 2028.**

Yearly Target Goals

2024	2025	2026	2027	2028
53%	57%	61%	64%	67%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	38%	58%	62%	*	*	*	51%	29%	50%	*	53%	*	*
2025	42%	62%	66%	*	*	*	55%	33%	54%	*	57%	*	*
2026	46%	66%	70%	*	*	*	59%	37%	58%	*	61%	*	*
2027	49%	69%	73%	*	*	*	62%	40%	61%	*	64%	*	*
2028	52%	72%	76%	*	*	*	65%	43%	64%	*	67%	*	*

All Students

2022	50%	44%	50%	59%	*	*	*	58%	32%	53%	*	50%	*	*
2023	41%	35%	43%	45%	*	*	*	*	33%	40%	*	50%	*	*
2024	53%	38%	58%	62%	*	*	*	51%	29%	50%	*	53%	*	*

Texas City ISD District & Campus Early Childhood Math Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on
STAAR Math will increase from 32% to 46% by June 2028.**

Yearly Target Goals

2024	2025	2026	2027	2028
32%	36%	40%	43%	46%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	19%	34%	50%	*	*	*	22%	25%	29%	43%	38%	33%	30%
2025	23%	38%	54%	*	*	*	26%	29%	33%	47%	42%	37%	34%
2026	27%	42%	58%	*	*	*	30%	33%	37%	51%	46%	41%	38%
2027	30%	45%	61%	*	*	*	33%	36%	40%	54%	49%	44%	41%
2028	33%	48%	64%	*	*	*	36%	39%	43%	57%	52%	47%	44%

All Students

2022	37%	19%	39%	59%	*	*	*	52%	19%	34%	33%	37%	40%	30%
2023	41%	25%	46%	49%	*	*	*	55%	24%	38%	44%	53%	43%	34%
2024	32%	19%	34%	50%	*	*	*	22%	25%	29%	43%	38%	33%	30%

Texas City ISD District & Campus

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math will increase from 90% to 100% by June 2024.

Yearly Target Goals

2024	2025	2026	2027	2028
90%	93%	96%	98%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	88%	92%	80%	*	*	*	*	66%	90%	*	*	*	*
2025	91%	95%	83%	*	*	*	*	69%	93%	*	*	*	*
2026	94%	98%	86%	*	*	*	*	72%	96%	*	*	*	*
2027	96%	100%	88%	*	*	*	*	74%	98%	*	*	*	*
2028	98%	100%	90%	*	*	*	*	76%	100%	*	*	*	*

All Students

2022	94%	91%	93%	100%	*	*	*	*	87%	94%	*	100%	*	*
2023	91%	86%	*	*	*	*	*	*	84%	91%	*	*	*	*
2024	90%	88%	92%	80%	*	*	*	*	66%	90%	*	*	*	*

Texa City ISD District & Campus

Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 45% to 59% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
45%	49%	53%	56%	59%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	29%	49%	60%	*	*	*	46%	26%	43%	*	43%	*	*
2025	33%	53%	64%	*	*	*	50%	30%	47%	*	47%	*	*
2026	37%	57%	68%	*	*	*	54%	34%	51%	*	51%	*	*
2027	40%	60%	71%	*	*	*	57%	37%	54%	*	54%	*	*
2028	43%	63%	74%	*	*	*	60%	40%	57%	*	57%	*	*

All Students

2022	68%	54%	69%	81%	*	*	*	77%	57%	66%	*	80%	*	*
2023	41%	28%	45%	52%	*	*	*	35%	18%	38%	*	45%	*	*
2024	45%	29%	49%	60%	*	*	*	46%	26%	43%	*	43%	*	*

Texas City ISD District & Campus

Early Childhood Math Progress Measure 3

The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 55% to 69% by June 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
55%	59%	63%	66%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	39%	62%	67%	*	*	*	43%	29%	51%	*	65%	*	*
2025	43%	66%	71%	*	*	*	47%	33%	55%	*	69%	*	*
2026	47%	70%	75%	*	*	*	51%	37%	59%	*	73%	*	*
2027	50%	73%	78%	*	*	*	54%	40%	62%	*	76%	*	*
2028	53%	76%	81%	*	*	*	57%	43%	65%	*	79%	*	*

All Students

2022	71%	47%	74%	83%	*	*	*	74%	50%	67%	*	67%	*	*
2023	57%	40%	61%	69%	*	*	*	73%	31%	54%	*	63%	*	*
2024	55%	39%	62%	67%	*	*	*	43%	29%	51%	*	65%	*	*

Texas City ISD District & Campus CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 82% to 92% by August 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
82%	85%	88%	90%	92%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	77%	81%	89%	*	*	*	81%	94%	82%	N/A	75%	N/A	N/A
2025	80%	84%	92%	*	*	*	84%	97%	85%	N/A	78%	N/A	N/A
2026	83%	87%	95%	*	*	*	87%	100%	88%	N/A	81%	N/A	N/A
2027	85%	89%	97%	*	*	*	89%	100%	90%	N/A	83%	N/A	N/A
2028	87%	91%	99%	*	*	*	91%	100%	92%	N/A	85%	N/A	N/A

All Students

20-21 (2022)	65%	58%	63%	77%	*	*	*	43%	94%	61%	N/A	50%	N/A	N/A
21-22 (2023)	65%	60%	63%	78%	*	*	*	71%	93%	62%	N/A	46%	N/A	N/A
22-23 (2024)	82%	77%	81%	89%	*	*	*	81%	94%	82%	N/A	75%	N/A	N/A

Texas City ISD District & Campus CCMR Progress Measure 1

The percent of CCMR students that meet the requirement to be considered "College Ready" (Both TSIA criteria in Math and Reading) will increase from 41% to 51% by August 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
41%	44%	47%	49%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	34%	45%	39%	*	*	*	43%	8%	39%	*	44%	*	*
2025	37%	48%	42%	*	*	*	46%	11%	42%	*	47%	*	*
2026	40%	51%	45%	*	*	*	49%	14%	45%	*	50%	*	*
2027	42%	53%	47%	*	*	*	51%	16%	47%	*	52%	*	*
2028	44%	55%	49%	*	*	*	53%	18%	49%	*	54%	*	*

All Students

20-21 (2022)	25%	14%	30%	33%	*	*	*	29%	3%	22%	N/A	1%	N/A	N/A
21-22 (2023)	25%	18%	25%	37%	*	*	*	24%	2%	19%	N/A	0%	N/A	N/A
22-23 (2024)	41%	34%	45%	39%	*	*	*	43%	8%	39%	N/A	44%	N/A	N/A

Texas City ISD District & Campus CCMR Progress Measure 2

The percent of CCMR students that earn an industry-based certification from the approved TEA list will increase from 50% to 60% by August 2028.

Yearly Target Goals

2024	2025	2026	2027	2028
50%	53%	56%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	37%	51%	62%	*	*	*	62%	30%	49%	*	42%	*	*
2025	40%	54%	65%	*	*	*	65%	33%	52%	*	45%	*	*
2026	43%	57%	68%	*	*	*	68%	36%	55%	*	48%	*	*
2027	45%	59%	70%	*	*	*	70%	38%	57%	*	50%	*	*
2028	47%	61%	72%	*	*	*	72%	40%	59%	*	52%	*	*

All Students

20-21 (2022)	25%	18%	25%	34%	*	*	*	14%	18%	23%	*	27%	*	*
21-22 (2023)	34%	24%	39%	41%	*	*	*	47%	31%	33%	*	29%	*	*
22-23 (2024)	50%	37%	51%	62%	*	*	*	62%	30%	49%	*	42%	*	*

TAPR 2023

TEXAS ACADEMIC PERFORMANCE REPORT

Texas City Independent School District

SECTION 8

2023-2024 TAPR Glossary



2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

2023–24 Texas Academic Performance Report (TAPR) Glossary

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

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

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

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

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

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

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

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

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

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

2023–24 Texas Academic Performance Report

(TAPR) Glossary

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

Attendance, Graduation, and Dropout Rates (2023–24)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

2023–24 Texas Academic Performance Report

(TAPR) Glossary

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022–23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

**number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year**

number of students in the 2023 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

2023–24 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

2023–24 Texas Academic Performance Report (TAPR) Glossary

plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

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

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

2023–24 Texas Academic Performance Report

(TAPR) Glossary

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

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

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

total number of graduates in the 2022-23 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records*)

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

College, Career, or Military Ready Graduates

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

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

2023–24 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay

2023–24 Texas Academic Performance Report (TAPR) Glossary

	Combination	Score \geq 945 on the ELAR CRC on the TSIA2	AND		Score \geq 5 on the TSIA1 essay	
		OR				
		Score $<$ 945 on the ELAR CRC on the TSIA2	AND	Score \geq 5 on the diagnostic on the TSIA2	AND	Score \geq 5 on the TSIA1 essay
Mathematics	TSIA1	Score \geq 350 on Mathematics				
	TSIA2	Score \geq 950 on the Mathematics CRC				
		OR				
		Score $<$ 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2022-23 annual graduates

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 48011*)

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by
December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

TSIA Results (Graduates \geq Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in
mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both
ELA and mathematics

number of 2022-23 annual graduates

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

English Language Arts.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 annual graduates

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

All Subjects.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

2023–24 Texas Academic Performance Report (TAPR) Glossary

Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees \geq Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

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

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

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

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

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

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

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

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

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

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

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

2023–24 Texas Academic Performance Report

(TAPR) Glossary

placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations.

Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2022-23 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the
SAT

number of 2022-23 graduates who took the SAT

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

2023–24 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

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

number of graduates during the 2021-22 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Data source: THECB*)

Student Information (2023–24)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October.

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

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

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

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

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

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

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

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

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

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

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

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

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

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

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

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Data source: PEIMS 40100)

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

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

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

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

number of students in the 2023–24 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

2023–24 Texas Academic Performance Report

(TAPR) Glossary

same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. (*Data source: PEIMS 42400*)

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. (*Data source: PEIMS 40110*)

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

2023–24 Texas Academic Performance Report (TAPR) Glossary

public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 school year

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2023–24)

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

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

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

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

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

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

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

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

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

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

2023–24 Texas Academic Performance Report (TAPR) Glossary

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

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

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

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

2023–24 Texas Academic Performance Report

(TAPR) Glossary

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

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

2023–24 Texas Academic Performance Report (TAPR) Glossary

Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

2023–24 Texas Academic Performance Report (TAPR) Glossary

Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

2023–24 Texas Academic Performance Report

(TAPR) Glossary

Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

2023–24 Texas Academic Performance Report (TAPR) Glossary

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

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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