2025-2026 SCHOOL IMPROVEMENT PLAN

PLANNING PROCESS

A campus operating a Title I, Part A Schoolwide Program must develop a Campus Improvement Plan (CIP) that directly addresses the needs identified through a Comprehensive Needs Assessment (CNA). According to TEA, "An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability." In accordance with federal and state requirements, the Improvement Plan must be developed with meaningful involvement from parents, community members, teachers, principals, administrators, and other appropriate school staff who are responsible for implementing the plan. This collaborative process ensures the plan reflects shared priorities and is grounded in local context and stakeholder input. Additionally, any Local Education Agency receiving State Compensatory Education (SCE) funds must have both a District Improvement Plan (DIP) and a Campus Improvement Plan in place. Because the planning requirements for Title I and SCE are aligned, a single, unified plan may satisfy the requirements for both programs, provided it meets all applicable statutory and regulatory expectations.

Timeline	Process	Description
APR-MAY	Data Review and Needs Assessment	Analyze current-year outcomes and trends using compiled data, including year-over-year state and federal accountability, TAPR reports, and disaggregated performance by student groups, EOC subject areas, and grade levels. Use this analysis to draft preliminary goals and priorities for the upcoming school year aligned with the Comprehensive Needs Assessment (CNA).
JUN-AUG	Plan Refinement and Budget Development	Refine the Campus/District Improvement Plan (CIP/DIP) based on updated needs and outcomes. Identify eligible federal funding sources, specify the intended use of funds, and align strategies/activities with projected impacts on academic achievement. Ensure budget planning and program strategies align with ESSA requirements. Make adjustments as new data becomes available.
SEP-OCT	Board Approval and Stakeholder Engagement	Finalize goals, objectives, and funding allocations. Present the CIP/DIP to the Board of Trustees for approval. Once approved, share the plan with all stakeholders—including staff, families, and community partners—to ensure transparency and engagement as required under ESSA.
SEP-MAY	Implementation Monitoring and Evaluation	Monitor implementation and evaluate program effectiveness using goal-aligned performance metrics. Track progress toward identified outcomes, ensure ongoing compliance, and provide recommendations for continuation or adjustment of strategies. This continuous review supports timely amendments to eGrants if necessary.

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY *(CNA Part 1 of 3)*

The Comprehensive Needs Assessment (CNA) aligns with the district and campus one-pagers, which include year-over-year accountability data and TAPR performance metrics, along with a focused needs analysis to inform planning and decision-making.

Domain	Indicator	ALL	SPED	EB (Current & Monitored)	OSP (HOMELESS)
[1] STAAR Performance **Problem Statement:** While overall STAAR EOC passing rates increased by 12% from 2023 to 2024, ELAR remains the lowest-performing subject, largely due to significant performance gaps among SPED and EB student groups. The passing rates for both groups remain well below the AEA target of 35%. To support equitable outcomes and align with the performance goals for the All Students group, targeted interventions will be implemented to increase STAAR ELAR passing rates for SPED and EB students by at least 5% by the end of the year. **Root Cause:** Although STAAR passing rates for special student groups have shown consistent year-over-year improvement, learning disruptions—particularly chronic absenteeism, inconsistent classroom monitoring, and limited support for special programs—continue to hinder sustained academic progress and contribute to persistent performance gaps.	**State: STAAR Performance 25-26 Goal** (Source: A-F ACCT Overall Summary)	↑ % to %	↑ % to %	↑ % to %	↑ % to %
	24-25	TBD	TBD	TBD	TBD
	23-24	56% ↑ 12%	45% ↑ 14%	39% ↑ 7%	56.0% ↑ 23%
	22-23	44.0%	31.0%	32.0%	33.0%
	Federal: STAAR Performance 25-26 Goal (Source: RDA District Report local analysis)	**All (Special Pops Avg)** ↑ % to %	**STAAR ELAR** ↑ % to %	**STAAR ELAR** ↑ % to %	**STAAR ELAR** ↑ % to % overall
	24-25	TBD	TBD	TBD	TBD
	23-24	44.8% ↑ 9.8%	45.9% ↑ 10.8%	43.5% ↑ 8.9%	50.0% ↑ 7.1%
	22-23	35.0%	35.1%	34.6%	42.9%
[2] CCMR **Problem Statement:** Although the CCMR rate for graduates and grade 12 students who did not graduate increased by 21% from 2023 to 2024, the overall rate must rise to 80% or higher to ensure that all evaluated student groups meet Closing the Gaps domain performance targets. The EB student group, which currently demonstrates the lowest CCMR performance, will require targeted interventions to improve outcomes. The goal is to increase the CCMR rate for EB students by 20% by the end of the year. **Root Cause:** District and campus administrators must implement CTE and college preparatory programs with greater fidelity to ensure all students have equitable access to opportunities for earning CCMR credit. Inconsistent implementation of qualifying programs and limited student engagement in approved pathways are contributing to performance gaps and hindering the campus's ability to meet established CCMR targets. Student engagement is further impacted by low enrollment in qualifying courses and programs, high rates of student withdrawal, chronic absenteeism, and challenges with course sequencing and scheduling.	**State: Closing the Gaps CCMR 25-26 Goal** (Source: A-F ACCT Closing Gaps Groups)	↑ % to 90%	↑ % to 90%	↑ % to 90%	↑% to 90%
	24-25	TBD	TBD	TBD	TBD
	23-24	60% ↑ 21%	63% ↑ 8%	44% ↑ 7%	50% ↔ 0%
	22-23	39.0%	55.0%	37.0%	50.0%

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY *(CNA Part 1 of 3 cont'd.)*

Domain	Indicator	ALL	SPED	EB (Current & Monitored)	OSP (HOMELESS)
[3] Graduation Rate **Problem Statement:** Although the graduation rate has remained stable over the past several years—including for students in special populations—the current rate is approximately 20 percentage points below the threshold required to earn a "C" rating in the Graduation Rate accountability component. This ongoing performance gap negatively impacts the overall domain rating and highlights the need for targeted, data-driven interventions to ensure that all students, particularly those in at-risk subgroups, attend school consistently and graduate on time, fully prepared for postsecondary education, career, or military pathways. **Root Cause:** Efforts to systematically identify and implement targeted supports and interventions for students in need of College, Career, and Military Readiness (CCMR) opportunities have not been executed with consistency or fidelity across campuses. Additionally, chronic absenteeism has contributed to significant learning loss, particularly among students receiving special education services and students experiencing homelessness, both of whom did not demonstrate gains in graduation rates. Further compounding the issue, inconsistent implementation of the revised grading policy resulted in many students not receiving adequate opportunities to recover credit or improve failing course grades, thereby limiting their ability to remain on track for timely graduation.	**State Grad w/Cont + TxCHSE 25-26 Goal** (Source: A-F ACCT Graduation Rate)	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %
	24-25	TBD	TBD	TBD	TBD
	23-24	4-Yr 41.9% ↑ 1.5%	5-Yr 39.8% ↓ 5.2%	4-Yr 32.9% ↔ 0.0%	5-Yr 41.7% ↔ 0.0%
	22-23	6-Yr 40.4%	6-Yr 45.0%	4-Yr 32.9%	4-Yr 41.7%
	Federal Graduation Rate 25-26 Goal (Source: A-F ACCT Closing Gaps Groups)	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %
	24-25	TBD	TBD	TBD	TBD
	23-24	30.2% ↑ 10.2%	59.0% ↑ 32.5%	22.3% ↑ 5.9%	16.7% ↓ 10.0%
	22-23	20.0%	26.5%	16.4%	26.7%
[4] Dropout Rate **Problem Statement:** Although the dropout rate remains high for a non-AEA district, RMA—designated as a Dropout Recovery School—has demonstrated continuous improvement in its average annual dropout rate. While this rate is still elevated, maintaining a dropout rate at or below 20% positively contributes to AEA accountability when used as a proxy for the graduation rate under the A–F accountability system. Continued progress is necessary to further reduce dropout rates and strengthen student retention, particularly among high-risk student populations. **Root Cause:** Efforts to identify students at risk of dropping out and implement timely, targeted interventions were inconsistently applied across campuses, limiting their effectiveness. Furthermore, the inconsistent implementation of the revised grading policy resulted in many students lacking equitable opportunities to recover credit or improve failing grades. These gaps in academic support and intervention contributed to students falling off track for graduation and, in some cases, choosing to disengage and drop out of school.	**State Dropout Rate 25-26 Goal** (Source: A-F ACCT Graduation Rate)	↓ % Fall plus ↓ % spring to % overall	↓ % Fall plus ↓ % spring to % overall	↓ % Fall plus ↓ % spring to % overall	↓ % Fall plus ↓ % spring to % overall
	24-25 (SY 23-24)	TBD	TBD	TBD	TBD
	23-24 (SY 22-23)	20.8% ↓ 3.1%	18.4% ↓ 8.8%	23.9% ↓ 0.3%	18.8% ↓ 1.9%
	22-23 (SY 21-22)	23.9%	27.2%	24.2%	20.7%
	Federal Dropout Rate 25-26 Goal (Source: RDA District Report local analysis)	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %	↑ % by Fall plus ↑ % by Spring to %
	24-25 (SY 23-24)	TBD	TBD	TBD	TBD
	23-24 (SY 22-23)	25.9% ↓ 3.7%	22.0% ↓ 9.1%	29.0% ↑ 2.5%	33.3% ↓ 4.2%
	22-23 (SY 21-22)	29.6%	31.1%	26.5%	37.5%

COMPREHENSIVE NEEDS ANALYSIS: 2024-2025 STAKEHOLDER FEEDBACK *(CNA Part 2 of 3)*

Indicator		STAFF Survey *(n=116)*	STUDENT Survey *(n=423)*	PARENT Survey *(n=280)*
School Culture	Welcoming	46% or 53 respondents agreed school has a welcoming environment (Target 85%, 3-yr avg 53%)	42% or 178 respondents agreed welcoming environment (Target 55%, 3-yr avg 45%)	60% or 168 respondents agreed the school has a welcoming environment
	Safety	44% or 51 respondents agreed school has a safe environment (Target 80%, 3-yr avg 49%)	36% or 152 respondents agreed school has a safe environment (Target 70%, 3-yr avg 46%)	
	Kindness	9% or 10 respondents agreed students are kind to each other (Target 75%, 3-yr avg 14%)	19% or 80 respondents agreed students are kind to each other (Target 35%, 3-yr avg 25%)	48% or 134 respondents agreed students are kind to each other
	Bullying	46% or 53 respondents agreed bullying is not a problem (Target 90%, 3-yr avg 61%)	65% or275 respondents agreed bullying is not a problem (Target 65%, 3-yr avg 67%)	70% or 196 respondents agreed child has not experienced physical or verbal bullying at school
	Diversity			68% or 190 respondents agreed diversity is respected at school
	Behavior	28% or 32 respondents agreed disruptive behavior is not a problem (Target 65%, 3-yr avg 33%)	44% or 186 respondents agreed disruptive behavior not problem (Target 60%, 3-yr avg 46%)	44% or 123 respondents agreed school rules and discipline pans are enforced consistently
Leadership	Understanding	Perceived lack of professionalism, vision, accountability, or trust		47% or 132 respondents agreed Principal understands parent's point of view
	Visibility			53% or 148 respondents agreed Principal is visible to the full school community
	Problem Solver			53% or 148 respondents agreed Principal addresses problems with a sense of urgency
	Approachable		Seen as unresponsive, disorganized, or neglectful	57% or 160 respondents agreed Principal is approachable and reachable
	Decisions	Feelings of being undervalued, unrecognized, or overworked without acknowledgement		57% or 160 respondents agreed Principal makes decisions in the best interest of students and parents
Communication	Response			40% or 112 respondents agreed teachers respond to communication within 48 hours
	Positive			34% or 90 respondents receive positive phone calls, notes, or emails about their student
	Effectiveness	Lack of clarity, feedback, and transparency		
Promoter Score	Net Score	Negative -(33) NPS (Target +30 NPS)	Negative -(22) NPS (Target +14 NPS)	Positive +29 NPS (Target +45 NPS)
	Promoter	25% or 29 respondents would recommend RMA as a place to work	28% or 118 respondents would recommend RMA to friends and family	59% or 165 respondents would recommend RMA to friends and family
	Passive	18% or 20 respondents were passive in their recommendation	23% or 98 respondents were passive in their recommendation	11% or 31 respondents were passive in their recommendation
	Detractor	58% or 67 respondents would not recommend RMA as a place to work	49% or 207 respondents would not recommend RMA to friends and family	30% or 84 respondents would not recommend RMA to friends and family
Recommendations	Behavior	Provide behavior support training and consistent classroom management tools	Improve behavior management; current student perceptions are low	Expand extracurricular options and strengthen special education services
	Safety	Target supports to campuses with lowest staff perceptions of safety and culture	Improve safety; current student perceptions are low	Address concerns about safety, behavior, and academic rigor
	Communication	Strengthen leadership communication and trust		Improve communication at both district and campus levels
	Leadership		Address concerns about leadership including academic rigor and classroom quality	Ensure visible and consistent leadership across campuses
	Promoter	Leverage strong staff commitment while addressing drivers of declining NPS	Promote greater consistency in student experience across all campuses	

PRELIMINARY PLANNING AMOUNTS & PROPOSED USES

Program	Program Intent	Proposed Use of Funds		Planning Amount
Title I-Part A	Help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards.	82%	Staff Campus Student & Community Liaisons	$486,963
		2%	Summer School	
		10%	Academic Software	
		5%	Compliance Software	
		1%	Targeted Professional Development with Travel Support	
Title II-Part A	Teacher and principal training and recruiting funds to supplement staff development in district/campus priority areas, enhance recruiting, hiring, and retention of highly qualified teachers and improve the quality of principal, teacher, and associate teacher work force through staff development.	100%	Staff District Instructional Coordinator (100% transfer to Title I-A)	$57,121
Title III-Part A	To develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.	100%	Shared Services Arrangement with ESC-20	$19,806
Title IV-Part A	Student support and academic enrichment funds to improve students' academic achievement by increasing the capacity of the district to provide access to, and opportunities for, a well-rounded education for all students; improve school conditions in order to create a healthy and safe school environment; and improve access to technology in the classroom.	100%	Staff District Instructional Coordinator (100% transfer to Title I-A)	$37,504
IDEA-B	Identify and provide a free appropriate public education to students with disabilities ages 3-21 who are eligible for special education and related services; protect the rights of students with disabilities and the rights of their parents; and design individualized education programs that meet the needs of students with disabilities and prepares those students for further education, employment, and independent living.	88%	Staff Campus Special Education Associate Teachers	$261,683
		11%	Contract Support Services (Auditory, Speech, Counseling, and Interpretation Services)	
		1%	Targeted Professional Development with Travel Support	
Perkins V: Strengthening CTE	Develop more fully the academic knowledge, technical, and employability skills of secondary education students who enroll in CTE programs and programs of study.	100%	Shared Services Arrangement with ESC-20	$16,794

***ICR** : School Year 2025--2026 (Fiscal Year 2026) School Approved Indirect Cost Rates: Restricted ICR 4.345% and Unrestricted ICR 14.252%. ICR allows school system to recover indirect costs incurred in the administration of federal grants. Restricted ICR is used for grant programs covered by supplement, not supplant provision.*

***AMENDMENT** : At the end of a grant period it is critical to ensure that all remaining funds are accurately budgeted in Expenditure Reporting. Whether summer plans have shifted, new expenses have emerged, or prior errors need to be corrected, now is the time to carefully review and update your budgets. Failure to amend budget in eGrants may prevent drawing down or fully spending available funds. To ensure a smooth and compliant grant closeout, most recent grant application must align with actual expenditures to date, planned spending through year-end, and current goals outlined in the DIP/CIP. Being proactive in this process is key to maximizing use of available funds and ensuring compliance. Common reasons to amend a grant application includes: 1) Add final allocations or carryover funds to the grant budgets, 2) Budget for a class/object code not previously included, 3) When the amount budgeted in a class/object code changes by more than 25% of the total approved amount, 4) Add a new line item on any supporting budget schedules, 5) When increasing or decreasing the number of payroll positions by more than 20%, 6) Add a new type of payroll position not initially approved, 7) Add or adjust capital outlay items, including quantity changes, 8) Revise the scope or objectives of the grant on the program schedule.*

BUDGET

25-26 Title I-A		Category	Description	Amount	Fund	Func	Obj	Sub Obj	Org	Fiscal	PIC	Local	Local	Note
Start		Pay + Bene	Campus Student Community Liaisons	$ 281,788.00	211	61	6119	00	999	6	30	0	00	Budget for SCL + summer school = $505K 23-24 SY and $315K 24-25 SY; average $410K
NOGA			SCL - PFE Reserve 19.5%	$ 33,930.00	211	13	6119	00	999	6	30	0	00	25% of SCL payroll align to parent involvement activities
Revised/Final		Pay + Bene	Summer School	$ 15,600.00	211	11	6118	00	999	6	30	0	00	STAAR support: 2 staff * 9 campuses * 4 days * 6 hrs * $30/hr w/BA or $25/hr w/out
Amend		Pay + Bene	District Instructional Coordinator		211	13	6119	00	999	6	30	0	00	Funding Transferability: 100% to T1A (DIC split 42% T4A plus 58% T2A plus T1A if needed)
NOGA Amend		Contract	ESC-Services	$ 500.00	211	13	6239	00	999	6	30	0	00	
End		Contact	ESC-20 Counselor Cooperative	$ 2,000.00	211	31	6239	00	999	6	30	0	00	
Planning Amt	$ 486,963.00	Contract	ESC-20 Special Education Cooperative	$ 2,000.00	211	31	6239	00	999	6	30	0	00	
Carryover ≤ 15%				$	211	61	6100	00	999	6	30	0	00	
Reallocation Amt		Reservation	Homeless Student Services Reserve 2.8%	$ 6,000.00	211	13	6200	00	999	6	30	0	00	Community In Schools support start w/ LB & AM or 10 homeless students at $600 ea
Final Amt				$ 5,000.00	211	13	6300	00	999	6	30	0	00	Gender appropriate backpack with hygiene and school supplies for 50 students at $100 ea
Budget	$ 486,963.00			$ 2,500.00	211	34	6412	00	999	6	30	0	00	Bus pass 50 students at $50 ea
Expended	$ 42,938.82	Supplies	Texas College Bridge	$ 12,500.00	211	11	6397	00	999	6	30	0	00	25-26 subscription; 24-25 pd w/211-IR
Balance	$ 444,024.18	Supplies	Frontline	$ 14,500.00	211	31	6397	00	999	6	30	0	00	25-26 ELL/LPAC $2,206.28 plus RTI $4,308.19, IEP $7,799.35
Intent	**Improving Basic**	Supplies	Frontline Service Tracking	$ 5,150.00	211	31	6397	00	999	6	30	0	00	25-26 subscription renewal; added JUL-2024 to replace SPED Tracker
	Programs: Help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards	Supplies	Lead4ward AccountabilityConnect	$ 2,500.00	211	23	6397	00	999	6	30	0	00	25--26 subscription renewal due APR-2025
		Supplies	Ori Learning	$ 8,475.00	211	11	6397	00	999	6	30	0	00	25-26 subscription renewal - Transition Suite Bundle: Career Readiness, SEL, Life Skills
		Supplies	Study Island	$ 33,520.00	211	11	6397	00	999	6	30	0	00	25-26 subscription renewal
		Employee Travel	PD and Collaboration	$ 1,000.00	211	13	6411	00	999	6	30	0	00	

Budgeted	Expended	Lvl	PS	Use	Need	Strategy
$375,718	$0	C	3 4	Student and Community Liaisons (SCLs) implementing Parent & Family Engagement (PFE) activities	Increase student attendance, academic achievement, and overall school success by strengthening the essential partnership between home, school, and community.	Targeted, individualized support is provided to students identified as being at high risk of dropping out by working directly with students, conducting regular check-ins to model positive behavior, reinforce effective decision-making skills, and cultivate a school culture centered on high expectations for attendance and academic engagement. Maintain consistent communication with families through phone calls, home visits, and student/parent conferences. These comprehensive efforts (Student Attendance Plan) are designed to reduce barriers to attendance, enhance the home-school connection, and promote long-term student success.

25-26 Title I-A *cont'd.*		Budgeted	Expended	Lvl	PS	Use	Need	Strategy
		$0	$0	D	1 3 4	District Instructional Coordinator	Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.	Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards. Key Initiatives Include: • Implementation of standard lesson plans aligned with district instructional priorities • Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction • Coaching and feedback cycles focused on improving instructional practices • Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan Ongoing Actions: • Collaborate regularly with principals and teachers to support instructional improvement • Conduct classroom observations and provide targeted feedback and modeling of best practices • Facilitate on-site coaching and technical assistance to enhance teacher effectiveness • Deliver data-driven professional development aligned to identified needs • Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps
		$15,600	$0	C	1 2 3 4	Summer School	Provide equitable access to high-quality learning opportunities beyond the traditional school calendar to help students recover, accelerate, and succeed academically.	To support school improvement goals, Richard Milburn Academy will operate Summer School Monday through Thursday for 3 weeks in June, providing targeted opportunities for credit recovery, STAAR EOC preparation, and Texas College Bridge completion. Programming is designed to help students stay on track for graduation and close achievement gaps.
		$500	$0	C	1	ESC Services	ESC support is essential for building internal capacity, ensuring fidelity of implementation, and improving student outcomes.	PD activities:
		$2,000	$0	C	1 2 3	ESC-20 Counselor Cooperative	Provide school counselors with access to high-quality resources, targeted professional development, technical assistance, and contracted services to ensure school counselors understand their role and meet statutory requirements for public school counseling as well as deliver equitable, student-centered services that support academic achievement, social-emotional growth, and college/career readiness.	Implement the ESC-20 Counselor Cooperative to strengthen counseling services by: • Providing ongoing professional development aligned with the four components of the Texas Model for Comprehensive School Counseling Programs: Guidance Curriculum, Responsive Services, Individual Planning, and System Support • Offering training to support student development in key areas: social-emotional learning, college and career readiness, interpersonal skills, and personal safety • Promoting collaboration among counselors through sessions and networking opportunities to share best practices and strengthen program implementation
		$2,000	$0	C	1	ESC-20 Special Education Cooperative	Deliver compliant, high-quality special education services and improve instructional outcomes for students with disabilities.	Implement the ESC-20 Special Education Cooperative to strengthen services for students with disabilities by providing: • Targeted professional development to ensure staff are trained in evidence-based instructional practices and legally compliant special education procedures • Technical assistance to support the implementation of individualized education programs (IEPs), behavior intervention plans (BIPs), and inclusive service delivery models • Support with data analysis and compliance monitoring to help districts meet IDEA mandates and integrate performance data into their Comprehensive Needs Assessment (CNA) and Campus/District Improvement Plans (CIP/DIP)
		$13,500	$0	C	1 2 3 4	Reservation: Homeless Student Services; Requires submission of ESSA T1PA Homeless Reservation Worksheet (or equivalent) for post award review.	Help homeless students effectively take advantage of educational opportunities.	Provide items or services including but not limited to items of clothing, student fees necessary to participate in general education program, fees for AP and IB testing, fees for college entrance exams such as SAT or ACT, personal school supplies such as backpacks and notebooks, birth certificates necessary to enroll in school, immunizations, food, medical and dental services, eyeglasses and hearing aids, extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions; utilize T1PA Homeless Reservation Worksheet to document items and services provided to students.
		$12,500	$12,500	C	2 3 4	Academic Program: Texas College Bridge program, a college readiness initiative designed to help high school juniors and seniors prepare for college-level coursework in math and English	Increase CCMR opportunities for students particularly in subgroups such as Emergent Bilingual (EB), Special Education, or Economically Disadvantaged students to help close achievement and opportunity gaps, improve accountability ratings in the Closing the Gaps domain, and prepare students for postsecondary success, including higher education and the workforce.	Implement the Texas College Bridge program for juniors and seniors who have not yet demonstrated college readiness. The program provides online, self-paced, and personalized college preparatory courses in English Language Arts and Mathematics. Through diagnostic assessments and tailored study plans, students build the specific skills needed to meet college readiness benchmarks and successfully transition to postsecondary coursework.
		$19,650	$19,464	D C	1 3	Compliance Program: Frontline software to support diverse learner programs including IEP/SPED, ELL/LPAC, and RtI components as well as service tracking	Streamline administrative processes, enhance operational efficiency, and improve educational outcomes by providing tools across various domains.	Ensure accurate and timely documentation of student identification, placement, program services, and assessment decisions to support progress toward academic goals. Conduct compliant committee meetings (e.g., ARD, LPAC, RTI) that adhere to required timelines and provide actionable, data-informed feedback. Maintain evidence of academic progress through documentation of student success metrics, including passing rates, state assessment results, and promotion status.

25-26 Title I-A *cont'd.*		Budgeted	Expended	Lvl	PS	Use	Need	Strategy
		$2,500	$2,500	D C	1 3	Compliance Program: Lead4ward AccountabilityConnect	A comprehensive data analysis and planning tool that allows campus and district leadership teams to make informed decisions to close performance gaps and effectively drive continuous school improvement efforts that are data-driven, targeted, and aligned with both state and federal accountability requirements.	Build campus and district capacity to understand and apply state and federal assessment and accountability systems by leveraging Lead4ward's Accountability Connect to inform instructional practices and support continuous improvement through the following actions: • Establish campus and district accountability teams to lead data analysis and planning • Disaggregate performance data by domain and student group to guide needs assessments and inform CIP/DIP development • Monitor progress toward SMART goals through ongoing data reviews • Train staff to interpret and apply accountability data to instructional planning • Identify and address performance gaps with targeted interventions • Align instructional priorities—such as reteach and tutoring—to accountability data • Integrate Accountability Connect with the Effective Schools Framework to prioritize leadership, data use, and instructional improvement
		$8,475	$8,475	C	1 2 3 4	Academic Program: Ori Learning solutions support the development of student life skills, emotional well-being, and career readiness	Provide comprehensive, research-based curricula focused on social-emotional learning and transition skills for students with mild to moderate disabilities. These areas are essential for enhancing student engagement, reducing dropout rates, and improving post-secondary outcomes.	Foster positive school climates leading to improved student engagement and reduced absenteeism by: • Supporting diverse learners, offering differentiated instruction and accommodations, such as text-to-speech, translation, and adjustable text sizes, ensuring accessibility for all students, including those with disabilities • Utilizing built-in progress monitoring tools and pre/post assessments to track student growth and make informed instructional decisions • Supporting compliance with indicators related to special education transition planning and contribute to meeting CCMR targets by equipping students with essential life and career skills
		$33,520	$0	C	1	Academic Program: Study Island	Strengthen instructional delivery, improve assessment outcomes, and support all students—especially those in at-risk groups—toward meeting challenging academic standards by providing standards-based practice, real-time progress monitoring, and targeted intervention aligned with state assessment standards and school performance goals.	Implement data-driven instructional tool offering individualized practice, assessment readiness, and ongoing progress monitoring to close achievement gaps and improve performance on state assessments by: • Delivering TEKS-aligned content in core subject areas, allowing students to build mastery of tested standards • Providing real-time feedback and progress tracking to guide instructional adjustments and targeted reteach • Supporting Response to Intervention (RTI) frameworks with differentiated practice and formative assessments • Helping teachers identify learning gaps by student, class, and standard, improving data-informed instruction • Enabling personalized student learning paths to support acceleration or remediation
		$1,000	$0	C	1 2 3 4	Targeted Professional Development with Travel Support to Strengthen Instructional Capacity	Ensure equitable access to high-quality professional learning by funding travel for in-person training and coaching aligned to the district's curriculum, instructional priorities, and improvement goals.	Prioritize travel funding for professional development aligned to school improvement priorities, including differentiated instruction, intervention planning, and support for low-income, SPED, and EB students. Support staff attendance at TEA-supported and ESC-led trainings in ESF-aligned focus areas such as data-driven instruction, lesson alignment, school culture, and turnaround support. Additionally, fund travel for campus teams to attend content-specific training as well as for District Instructional Coordinators to provide on-site coaching and follow-up. Participants are required to share learning through PLCs, modeling, or campus PD.

25-26 Title II-A		Category	Description	Amount	Fund	Func	Obj	Sub Obj	Org	Fiscal	PIC	Local	Local	Note
Start		Pay + Bene	District Instructional Coordinator	$ 57,121.00	255	13	6119	00	999	6	30	0	00	Fund Trf: 100% to T1A (DIC split 42% T4A plus 58% T2A plus T1A if needed); **update PAR from 289 to 255 FEB-26**
NOGA														T4A at $37,504 (SEP-JAN)
Revised/Final														T2A at $57,121 (FEB-AUG)
Amend														T1A if needed
NOGA Amend														
End														
Planning Amt	$ 57,121.00													
Carryover ≤ 25%														
Reallocation Amt														
Final Amt														
Budget	$ 57,121.00													
Expended	$ -													
Balance	$ 57,121.00													

Intent	Budgeted	Expended	Lvl	PS	Use	Need	Strategy
Supporting Effective Instruction: Help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards	$0	$0	D	1 3 4	District Instructional Coordinator	Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.	Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards. Key Initiatives Include: • Implementation of standard lesson plans aligned with district instructional priorities • Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction • Coaching and feedback cycles focused on improving instructional practices • Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan Ongoing Actions: • Collaborate regularly with principals and teachers to support instructional improvement • Conduct classroom observations and provide targeted feedback and modeling of best practices • Facilitate on-site coaching and technical assistance to enhance teacher effectiveness • Deliver data-driven professional development aligned to identified needs • Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps

25-26 Title IV-A		Category	Description	Amount	Fund	Func	Obj	Sub Obj	Org	Fiscal	PIC	Local	Local	Note
Start		Pay + Bene	District Instructional Coordinator	$ 37,504.00	289	13	6119	00	999	6	30	0	00	Fund Trf: 100% to T1A (DIC split 42% T4A plus 58% T2A plus T1A if needed); **update PAR from 289 to 255 FEB-26**
NOGA														T4A at $37,504 (SEP-JAN)
Revised/Final														T2A at $57,121 (FEB-AUG)
Amend														T1A if needed
NOGA Amend														
End														
Planning Amt	$ 37,504.00													
Carryover														
Reallocation Amt														
Final Amt														
Budget	$ 37,504.00													
Expended	$ -													
Balance	$ 37,504.00													

Intent	Budgeted	Expended	Lvl	PS	Use	Need	Strategy
Student Support and Academic Enrichment Grants: Improve students' academic achievement by increasing the capacity of the district to provide access to and opportunities for a well-rounded education for all students, improve school conditions in order to create a healthy and safe school environment, and improve access to technology in the classroom	$0	$0	D	1 3 4	District Instructional Coordinator	Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.	Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards. Key Initiatives Include: • Implementation of standard lesson plans aligned with district instructional priorities • Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction • Coaching and feedback cycles focused on improving instructional practices • Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan Ongoing Actions: • Collaborate regularly with principals and teachers to support instructional improvement • Conduct classroom observations and provide targeted feedback and modeling of best practices • Facilitate on-site coaching and technical assistance to enhance teacher effectiveness • Deliver data-driven professional development aligned to identified needs • Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps

25-26 IDEA-B		Category	Description	Amount	Fund	Func	Obj	Sub Obj	Org	Fiscal	PIC	Local	Local	Note
Start		Pay + Bene approx $43K/camp, $387K	Associate Teacher SPED	$ 229,583.00	224	11	6129	00	999	6	23	0	00	Update PAR from 224 to 420 if needed EOY (approx $21K * 11 mos or thru JUL-2026)
NOGA		Contracted Services	E-Therapy	$ 18,000.00	224	31	6219	00	999	6	23	0	00	
Revised/Final		Contracted Services	DHH - Auditory Impairment Svcs	$ 2,000.00	224	31	6219	00	999	6	23	0	00	
Amend		Contracted Services	LanguageLine Interpretation Services	$ 500.00	224	31	6219	00	999	6	23	0	00	
NOGA Amend		Contracted Services	National Vision Services	$ 10,000.00	224	31	6219	00	999	6	23	0	00	
End		ESC Services		$ -	224	31	6239	00	999	6	23	0	00	
Planning Amt	$ 261,683.00	Supplies	Testing/Evaluations	$ 100.00	224	31	6339	00	999	6	23	0	00	
Carryover ≤ 25%		Employee Travel	PD and Collaboration/Feedback	$ 1,500.00	224	31	6411	00	999	6	23	0	00	
Revised/Final Amt														
Budget	$ 261,683.00													
Expended	$ -													
Balance	$ 261,683.00													
Intent	To identify and provide a free appropriate public education to students with disabilities ages 3-21 who are eligible for special education and related services; protect the rights of students with disabilities and the rights of their parents; and design individualized education programs that meet the needs of students with disabilities and that prepare those students for further education, employment, and independent living													

Budgeted	Expended	Lvl	PS	Use	Need	Strategy
$229,583	$0	C	1 3	SPED Associate Teacher	Improve academic outcomes for students receiving special education services—particularly those not meeting grade-level standards—there is a demonstrated need to staff Special Education Associate Teachers across campuses. Associate teachers provide targeted small-group instruction, intervention support, and classroom coverage, allowing for more consistent and responsive delivery of specially designed instruction. Their presence ensures that instructional time is protected and that individualized supports can be provided in alignment with IEPs, intervention goals, and schoolwide academic targets.	Enhance school improvement efforts by expanding capacity to deliver inclusion support and differentiated instruction, ensuring compliance with IEP requirements, and closing achievement gaps for students with disabilities by implementing key actions: • Facilitate regular collaboration between SPED ATs and certified SPED teachers to deliver aligned instruction and IEP services with fidelity, ensure accommodations are implemented, and maintain timely documentation • Support small-group and inclusive instruction, academic interventions aligned with RTI, and classroom coverage to protect instructional time
$30,000	$0	C	1 3 4	Contracted services: E-Therapy, Auditory Impairment, and Visual Impairment Services	Ensure students with disabilities receive timely, specialized support aligned to their IEPs, particularly in areas where qualified staff are not available. By addressing critical service gaps, these supports improve access to instruction, promote inclusion, and help close achievement gaps—key priorities for both IDEA compliance and improved student outcomes.	Implement targeted strategies for delivering contracted special education services to ensure compliance with IDEA, support Free Appropriate Public Education (FAPE), promote equitable access to the general curriculum, and closing achievement gaps for students with specialized needs to advance school improvement. Key actions: • Strategic coordination to identify and address staffing gaps through needs assessments; integrate contracted services into the ARD/IEP process; establish contracts with certified, IDEA-compliant service providers • Timely and aligned service delivery by ensuring services begin promptly according to each student's IEP; collaborate with campus teams to coordinate scheduling and implement services with minimal disruption to core instruction; maintain accurate, ongoing documentation using Frontline platform • Capacity building and professional development ongoing training for special education teachers, general education staff, and instructional aides on supporting students receiving specialized services; including best practices for partnering with virtual providers and reinforcing service goals within the classroom setting • Ongoing monitoring and evaluation by regularly reviewing service delivery records, IEP goal progress, and student performance data to evaluate service effectiveness and inform instructional and programmatic adjustments
$500	$0	C	1 3 4	Contracted services: LanguageLine	Ensure meaningful participation of all families in the Admission, Review, and Dismissal (ARD) process, especially parents or guardians with limited English proficiency; by providing high-quality, accurate interpretation during ARD meetings, families fully understand their child's educational rights, services, and progress. Translation includes IEPs, SPED documents, progress reports, report cards, parent handbooks, and consent forms	Strengthen the home-school partnership and foster more accurate, collaborative decision-making, ultimately leading to better academic and behavioral outcomes for students with disabilities by promoting equity and access for English learner (EL) families of students served in special education. Key actions: • Ensure parental involvement, which is a required component under Title I, Part A and IDEA • Improve IEP implementation fidelity, as parents are better equipped to collaborate in developing appropriate educational goals and services • Support legal compliance with federal mandates, including IDEA and Title VI of the Civil Rights Act
$0	$0	C	1	ESC-4 Dyslexia Intervention Fundamentals with Reading by Design	Fulfill state and federal expectations for dyslexia services, strengthen RTI instruction, and contribute to improving reading outcomes for students with disabilities and Title I at-risk learners, advancing overall school improvement efforts.	Implement evidence-based, systematic intervention to directly address the needs of students with characteristics of dyslexia and related reading difficulties, many of whom are also served in special education or are identified as at-risk under Title I. Key actions: • Train and certify all RBD instructors (SPED Teachers) through ESC 4's Dyslexia Intervention Fundamentals and provide ongoing coaching and PD to ensure curriculum fidelity: - Learn the fundamentals of dyslexia intervention through a review of Texas dyslexia laws and current research, as well as best practices in dyslexia instruction - Delve into evidence-based components of instruction and explore continuums for developing reading ability in students with dyslexia - Learn how to deliver daily intervention utilizing Reading by Design for small group instruction. • Use screening tools and dyslexia indicators to identify eligible students and involve ARD/IEP and RTI teams in placement decisions and ensure services are documented in IEPs • Schedule uninterrupted, daily RBD sessions (45–60 minutes) and deliver instruction in structured, low-distraction settings • Ensure lesson fidelity by conducting regular walkthroughs and provide feedback to instructors • Monitor student growth using RBD assessments and local diagnostics and share data in ARD/504/RTI meetings and adjust instruction accordingly

25-26 IDEA-B *cont'd.*		Budgeted	Expended	Lvl	PS	Use	Need	Strategy
		$0	$0	C	1	ESC Services	ESC support is essential for building internal capacity, ensuring fidelity of implementation, and improving outcomes for students identified to receive special education services.	PD activities:
		$100	$0	C	1	Testing and Evaluations	Implement vision and hearing screenings by medically certified personnel as a foundational step in the special education referral process.	Embed evaluations into a comprehensive, data-driven child-find and referral process to strengthen early identification systems, comply with legal mandates, and ensure students receive the appropriate educational supports that align with their actual needs—advancing overall school improvement efforts. Assessments help to rule out sensory impairments as the root cause of academic or behavioral difficulties, ensure accurate and appropriate referrals for special education evaluations and services, promote early intervention and prevent misidentification or over-identification of students for SPED services, and support equitable access to instructional resources and interventions by addressing physical health barriers that may impact learning.
		$1,500	$0	C	1 2 3 4	Targeted Professional Development with Travel Support to Strengthen Instructional Capacity	Ensure equitable access to high-quality professional learning by funding travel for in-person training and coaching aligned to the district's curriculum, instructional priorities, and improvement goals.	Prioritize travel funding for professional development aligned to school improvement priorities, including differentiated instruction, intervention planning, and support for low-income, SPED, and EB students. Support staff attendance at TEA-supported and ESC-led trainings in ESF-aligned focus areas such as data-driven instruction, lesson alignment, school culture, and turnaround support. Additionally, fund travel for campus teams to attend content-specific training as well as for District Instructional Coordinators to provide on-site coaching and follow-up. Participants are required to share learning through PLCs, modeling, or campus PD.

SCE (PIC 30)		Category	Description	Amount	Fund	Func	Obj	Sub Obj	Org	Fiscal	PIC	Local	Local	Note
Summary Finances	$ 1,708,599.00	Pay + Bene	Associate Teachers SCE	$ 950,000.00	420	13	6119	00	999	6	30	0	00	
Budget (spend 55%)	$ 939,729.45	Pay + Bene	ESL Teacher/Coordinator		420	11	6119	00	999	6	30	0	00	
Expended	$ 5,250.00	Pay + Bene	DIC		420	13	6119	00	999	6	30	0	00	
Balance	$ 934,479.45	Pay + Bene	Director Special Projects		420	13	6119	00	999	6	30	0	00	
Intent	To reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students	Pay + Bene	District Counseling Coordinator		420	13	6119	00	999	6	30	0	00	
		Contract		$ 10,000.00	420	11	6239	00	XXX	6	30	0	00	ESC Advancing Educational Leadership $450
		ESC-20 Commitment 24-25 SY	Eduphoria SchoolObjects Premium (staff use)	$ 15,075.00	420	11	6239	00	XXX	6	30	0	00	23-24 Eduphoria teacher apps 50% of $25,740 plus $800 fee; 50% less $800 fee to IMA 410
		ESC-20 Commitment 24-25 SY	TEKS Resource System w/Guides	$ 13,568.00	420	11	6239	00	XXX	6	30	0	00	TEKS Resource System 1591*6.75 plus fees
		Supplies	Education Advanced TestHound	$ 5,250.00	420	11	6397	00	XXX	6	30	0	00	TH 25-26 subscription renewal plus Auto Pilot and Performance Tracker toolkits
		Supplies	Instructure Canvas	$ 42,000.00	420	11	6397	00	XXX	6	30	0	00	Strengthen PFE
		Supplies	Edgenuity	$ 290,000.00	420	11	6397	00	XXX	6	30	0	00	pd thru 24-25 SY w/ESSER III; Fund 420 for 25-26 SY
		Supplies	General supplies	$ 10,000.00	420	13	6397	00	999	6	30	0	00	Technology software Wiris Math Type SaaS renewal $1,130
		Employee Travel	PD and Collaboration/Feedback	$ 10,000.00	420	13	6400	00	999	6	30	0	00	

		Budgeted	Expended	Lvl	PS	Use	Need	Strategy
		$950,000		C	1 3	Associate Teachers SCE	Improve academic outcomes for students identified as at risk of not meeting grade-level standards by staffing Associate Teachers to support the delivery of accelerated instruction and targeted academic interventions, which are essential components of the district's school improvement efforts and are aligned with the goals of State Compensatory Education.	Enhance school improvement efforts by providing small-group support, assist with the implementation of intervention plans, and help maintain instructional continuity by supporting classroom coverage as needed allowing Distance Teachers to focus more intensively on differentiated instruction and ensure that instructional time is maximized for at-risk students.
				C	1 3	ESL Teachers	Improve academic outcomes for students identified as at risk, particularly English learners by providing targeted instruction that supports language acquisition, academic vocabulary development, and content mastery, which are critical to helping students meet state standards and close performance gaps.	Provide instructional support and data-driven interventions for EB students by integrating EL-specific strategies into the core instructional program. Action Steps: • Provide targeted language instruction and small-group academic interventions • Collaborate with core content teachers to support integrated language development across subjects • Participate in and support LPAC meetings and the ongoing monitoring of EL progress • Support TELPAS growth goals and contribute to data-driven instructional planning • Co-lead professional development for staff on sheltered instruction strategies • Monitor students enrolled in the Optional Flexible School Day Program (OFSDP) to ensure alignment with instructional goals and academic progress

SCE (PIC 30) *cont'd.*		Budgeted	Expended	Lvl	PS	Use	Need	Strategy
				D	1 3 4	District Instructional Coordinator	Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.	Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards. Key Initiatives: • Implementation of standard lesson plans aligned with district instructional priorities • Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction • Coaching and feedback cycles focused on improving instructional practices • Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan Ongoing Actions: • Collaborate regularly with principals and teachers to support instructional improvement • Conduct classroom observations and provide targeted feedback and modeling of best practices • Facilitate on-site coaching and technical assistance to enhance teacher effectiveness • Deliver data-driven professional development aligned to identified needs • Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps
				D	1 2 3 4	Director Federal Programs, Assessment, and Accountability	Centralized oversight to ensure efficient use of resources, improved academic outcomes for at-risk students, and stronger alignment with TEA requirements for both federal and SCE-funded activities.	Oversee the effective use of federal and state funds in support of students identified as at risk of academic failure through key initiatives: • Ensure compliance and strategic alignment of federal and SCE funds with school improvement plan • Lead the analysis of student performance data (including STAAR, TELPAS, and benchmark assessments) to guide data-driven decisions that improve instruction for at-risk students • Coordinate targeted interventions, accelerated instruction, and academic support programs funded through SCE and federal programs • Facilitate ongoing monitoring of student progress, including at-risk indicators, to support closing achievement gaps • Support campuses in developing and implementing effective accountability and improvement strategies • Ensure the school improvement plan and federal grant applications are aligned to meet the instructional needs of at-risk and underserved student groups
				D	1 2 3 4	District Counseling Coordinator	Centralized counseling coordination and support to ensure consistent data-informed services that directly address the needs of at-risk students, helping to close achievement gaps and promote academic success, school engagement, and graduation.	Support the academic, behavioral, and social-emotional needs of at-risk students through key initiatives: • Coordinate and support campus counselors in the delivery of services targeted at students identified as at risk of academic failure, dropout, or not meeting state assessment standards • Develop and implement comprehensive counseling programs that include academic planning, mental health support, crisis response, and college/career readiness—all essential for improving student outcomes • Analyze data related to student attendance, discipline, course performance, and graduation pathways to help identify at-risk students early and ensure timely intervention • Support the implementation of attendance plan and dropout prevention initiatives and services
		$15,075		C	1 3 4	Academic Program: Eduphoria (teacher apps)	An integrated system to strengthen every aspect of the school day, from lesson planning to monitoring student progress, streamlining administrative duties, and providing a collaborative platform for teachers and administrators.	Support school improvement efforts through key initiatives: • Provide a centralized platform for formative and benchmark assessments, allowing teachers and administrators to analyze student performance data in real time; assessment building is aligned with TEKSbank Test Genrator Commitment with ESC-20 • Support data-driven instruction by identifying learning gaps among at-risk student groups, including English learners, students receiving special education services, and those identified under State Compensatory Education • Streamline the use of lesson planning tools that align with the TEKS and promote consistent, high-quality instruction • Facilitate professional development management, including tracking of required training, teacher self-reflection, and evaluation processes aligned with T-TESS; utilize T-TESS aligned classroom observation template • Enable campus and district leadership to monitor progress toward academic achievement goals and effectively support instructional coaching cycles
		$5,250	$5,250	D C	1	Compliance Program: Education Advanced TestHound	Enhance testing efficiency and compliance to support data accuracy and strengthen accountability outcomes by ensuring that all eligible students—especially those at risk—receive the supports they need during assessments.	Support effective test coordination at the district and campus levels to improve assessment processes and outcomes: • Automate STAAR scheduling and accommodations tracking to reduce errors and promote equity • Ensure accurate assignment of accommodations for special education, 504, and at-risk students • Use real-time data and reporting tools for improved oversight of participation, compliance, and completion • Free up campus and district leaders to focus on instruction and student support during testing periods by streamlining logistics

SCE (PIC 30) *cont'd.*		Budgeted	Expended	Lvl	PS	Use	Need	Strategy
		$290,000		C	1 2 3 4	Academic Program: Edgenuity Digital Libraries 9-12 (HS content for math, ELA, science, social studies, electives, CTE)	Strengthen the district's ability to close academic gaps, support on-time graduation, and meet the needs of at-risk students by expanding access to standards-aligned, credit-bearing coursework. This includes support for students requiring credit recovery, flexible scheduling, or accelerated instruction.	Promote credit recovery, afford students the opportunity to make up work lost due to absence, and prepare students to pass the state STAAR end of course tests by: • Providing rigorous, TEKS-aligned digital content to ensure students stay on track for graduation • Offering flexible learning options for students enrolled in Optional Flexible School Day Programs (OFSDP) or with non-traditional scheduling needs • Enabling credit recovery and course remediation, reducing dropout risk and improving graduation rates • Supporting differentiated instruction through personalized pacing, helping meet the unique needs of diverse learners • Allowing for data monitoring and progress tracking, which helps staff intervene early and make informed instructional decisions
		$42,000		C	1 3 4	Academic Program: Canvas Learning Management System	Promote consistent instruction, support blended and remote learning, and enable real-time progress monitoring to guide intervention by expanding access to standards-aligned digital instruction, especially for at-risk students, those needing credit recovery, or participating in flexible learning programs. Thereby improving school-home partnerships by providing parents with a better understanding of the work teachers and students are completing.	To strengthen family involvement and support student success, provide parents with real-time access to their child's coursework, grades, and teacher feedback. This transparency empowers families to stay actively informed and engaged in their student's learning. Key family engagement strategies: • Teachers regularly post class content, calendars with due dates, resources, assignments, and personalized feedback • Students submit assignments and view teacher comments, promoting accountability • Parents monitor their child's progress by reviewing assignments, grades, and class schedules, fostering ongoing communication and support at home enhancing meaningful family engagement

TITLE 1, PART A STATUTORILY REQUIRED DESCRIPTIONS

In accordance with Section 1112(b) of the Every Student Succeeds Act (ESSA), to ensure students receive a high-quality education and to close the achievement gap between students who meet the challenging State academic standards and those who do not, the School Improvement Plan includes the following required descriptions:

Description [Section 1112(b) (1-13)]	Evidence
Monitor students' progress in meeting the challenging State academic standards by: 1) developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) identifying students who may be at risk for academic failure; 3) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning [Section 1112(b)(1)]	Comprehensive system of data-driven instruction and monitoring: • Classroom Observations and PLCs: Regular instructional walk-throughs and teacher collaboration in PLCs used to review student progress, analyze assessment data, and adjust instruction as needed. • Local Goal-Oriented Metrics: Student progress monitored through multiple measures, including attendance, course grades, and performance on local and State assessments, in alignment with the district's data-driven instructional model. • Accelerated Instruction Support: In compliance with HB 4545, students identified for accelerated instruction are supported through Paper Tutoring (possible change to Tutor.com from Princeton), using data from the Ascender Test Roster to ensure targeted interventions. • Instructional and Compliance Tools: Programs such as Study Island, Frontline, and Lead4ward are utilized to support differentiated instruction, progress monitoring, and compliance with instructional best practices.
Identify and address any disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers	Disparities related to ineffective, inexperienced, or out-of-field teachers are not applicable in the traditional sense, as each of the district's nine campuses operates as a single-site campus within its respective geographic location, limiting intra-campus comparison. However, the district remains committed to equity and instructional quality. Through the Equity Plan, disparities in student performance—based on grades, local benchmarks, and state assessments—are monitored by student group using goal-oriented metrics. Aligned with the District Strategic Plan, a key objective is to increase the percentage of experienced, effective teachers across all campuses to improve instructional outcomes and close achievement gaps.
Carry out School Support and Improvement activities responsibilities for campuses identified by TEA as Comprehensive Support and Improvement [Section 1111(d)(1) and (2)]	Responsibilities under School Support and Improvement requirements for campuses identified by TEA as Comprehensive Support and Improvement are fulfilled through: • Accountability Alignment: Year-over-year state and federal accountability data will be analyzed to identify performance trends and inform targeted improvement efforts. • Title I, Part A Requirements: Identified campuses will implement and monitor a Targeted Improvement Plan (TIP) aligned with the Turnaround Plan (TAP) to address priority areas. These actions ensure that improvement strategies are data-driven, aligned with federal and state requirements, and designed to accelerate student achievement and close performance gaps.
Poverty criteria that will be used to select school attendance areas [Section 1113]	Poverty criteria consistent with federal guidelines is used to determine eligibility and prioritize school attendance areas for Title I, Part A services: • Application for Free and Reduced-Price Meals will serve as the primary source of income-based eligibility data. • Campus School and Community Liaison will ensure accurate entry and coding of student income status in the student information system (SIS), based on the Income Eligibility Guidelines for Determining Free and Reduced-Price Benefits. This verified income data within the SIS serves as the district's official source of low-income data for ESSA Title I, Part A SC5000 campus selection. These procedures ensure equitable and compliant identification of campuses for Title I funding, supporting strategic allocation of resources to students most in need.
Nature of the programs to be conducted under Schoolwide programs[Section 1114]	Schoolwide Programs are guided by a comprehensive, data-informed process that ensures alignment with federal and state requirements. Program design and activities will include: • Comprehensive Needs Assessment (CNA) to identify academic gaps, student group needs, and areas for instructional improvement. • Clearly defined Use of Funds Plan, detailing how federal resources will be allocated to support identified priorities. • Implementation strategies aligned to each funding source, as outlined in the School Improvement Plan, ensuring coordinated and effective delivery of services to improve student outcomes. This integrated approach ensures the effective use of Title I, Part A and other applicable funds to meet the academic needs of all students, particularly those at risk of not meeting state standards.
Services provided to homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services provided under the McKinney-Vento Homeless Assistance Act Use of reserved funds: items of clothing, student fees that are necessary to participate in the general education program, personal school supplies such as backpacks and notebooks, birth certificates necessary to enroll in school, immunizations, food, medical and dental services, eyeglasses and hearing aids, counseling services to address anxiety related to homelessness that is impeding learning, outreach services to students living in shelters, motels, and other temporary residences, extended learning time (before, after, Saturday, or summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions, tutoring services, especially in shelters or other locations where homeless students live, parental involvement specifically oriented to reaching out to parents of homeless students, fees for AP and IB testing, fees for college entrance exams such as SAT or ACT, GED testing for school-age students. Use of funds are governed by two principles: 1) reasonable and necessary to assist homeless students to take advantage of educational opportunities. [ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a))] and 2) used only as a last resort when funds or services are not available from other public or private sources used to provide similar services for economically disadvantaged students. [ESEA section 1115(e)(2))]	In alignment with the McKinney-Vento Homeless Assistance Act, the district ensures that homeless children and youth have full access to enrollment, attendance, and academic success. Services are coordinated and monitored through the School Improvement Plan using the following strategies: • Regular monitoring of attendance, grades, and performance on local and State assessments for students identified as homeless. • Documentation of support services and referrals using the Title I, Part A Homeless Reservation Worksheet and Student and Community Liaison support logs. • Ensuring access to HB 4545 tutoring opportunities and other academic interventions to address instructional gaps. These efforts ensure equitable support for homeless students and promote their sustained engagement and academic achievement.
Strategy used to implement effective parent and family engagement. [Section 1116]; Use of reserved funds: support programs that reach parents and family members at home, in the community, and at school, disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members, collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement, engage in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy	A coordinated set of strategies is implemented to strengthen parent and family engagement, in alignment with Title I, Part A requirements and the goals of the School Improvement Plan. These strategies include: • Hosting Title I, Part A Parent Meetings to inform families about program requirements, student services, and opportunities for engagement. • Utilizing ESC-16's "Building Relationships with Parents" educator training to equip staff with tools to foster meaningful family-school partnerships. • Providing families with ongoing access to important documents—including the Parent and Family Engagement Policy, Parent Involvement Plan, Parent Rights, and both the Federal and School Report Cards—through the Ascender Parent Portal. • Student and Community Liaison logs provide documented evidence of student/parent communication and community outreach efforts aimed at increasing awareness of RMA, enhancing family engagement, and expanding student access to resources and opportunities. These strategies are designed to promote transparent communication, encourage active family participation, and support student success through collaborative partnerships.
Implement strategies to facilitate effective transitions for students from high school to postsecondary education including, if applicable, coordination with institutions of higher education, employers, and other local partners and increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills [Section 1112(b)(10)]	Coordinated strategies aligned with the School Improvement Plan and federal guidelines are implemented to facilitate successful transitions from high school to postsecondary education and career pathways. These strategies include: • Formal partnerships (MOUs) with nine local colleges and universities to expand opportunities for dual credit, college readiness, and postsecondary alignment. • Increased student access to Early College High School, Advanced Placement (AP) courses such as AP Computer Science Principles, and college readiness initiatives such as Texas College Bridge math and reading courses. • Administration of TSIA and ACT School Day testing to support college entrance and placement preparation. • Coordination of campus transition nights, career fairs, and ongoing career counseling to help students identify their skills, interests, and postsecondary goals. These efforts are designed to promote college and career readiness, close opportunity gaps, and ensure that all students graduate prepared for success beyond high school.

TITLE 1, PART A STATUTORILY REQUIRED DESCRIPTIONS *cont'd.*	
Description [Section 1112(b) (1-13)]	**Evidence**
Efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	Foster a positive, inclusive school climate by reducing the use of exclusionary discipline practices such as suspensions and expulsions by implementing proactive strategies to address and reduce the overuse of disciplinary actions that remove students from the instructional setting: • District and campus administrators conduct daily monitoring of discipline trends, with a particular focus on identifying campuses and student subgroups (e.g., economically disadvantaged, Emergent Bilingual, students receiving special education services) with disproportionately high rates of exclusionary discipline. • Campus Principals and District Instructional Coordinators regularly review discipline referrals for accuracy, appropriate coding, and documentation compliance. These reviews will inform the design and implementation of targeted, evidence-based interventions that promote student engagement, academic achievement, and equitable outcomes. This approach aligns with the intent of Title I, Part A to provide all students, particularly those most at risk, with a supportive learning environment that maximizes instructional time and reduces barriers to success.
Support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit [Section 1112(b)(12)]	Integrate academic instruction with high-quality Career and Technical Education (CTE) content to ensure students are prepared for both postsecondary education and the workforce. Instructional strategies are coordinated to promote cross-disciplinary learning that connects academic standards with real-world application, particularly in in-demand industries across the state. Incorporate experiential and work-based learning opportunities, including hands-on training and student interaction with industry professionals, to deepen understanding and engagement. When appropriate, students may also earn academic credit for participation in these activities, supporting both graduation requirements and career readiness goals. To support this effort, RMA offers access to industry-recognized certification (IBC) programs such as EKG Technician Certification, Phlebotomy Technician Certification, Microsoft Office Specialist Certification, National Center for Construction Education and Research (NCCER) Core Curriculum. These certifications provide students with marketable skills and credentials aligned to high-demand occupations in the state of Texas.
Other uses of funds to meet the purposes of this grant and that are determined appropriate to provide [Section 1112(b)(13)]	Utilize federal funds to support additional educational programs, services, and staff positions determined appropriate to ensure that all children, particularly those who are economically disadvantaged or at risk of academic failure, have a fair, equitable, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards. Allowable and appropriate uses of Title I, Part A funds include: • District Instructional Coordinator Positions: Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups. • Associate Teacher Positions: Support small-group instruction, intervention services, and classroom coverage to provide consistent academic support in alignment with schoolwide goals. • Miscellaneous Academic Instructional Programs: Supplemental instructional resources and services to accelerate learning and close achievement gaps. • Services for Special Student Groups: Targeted academic support and progress monitoring for Emergent Bilingual, students receiving special education services, and homeless youth, ensuring equity and access to grade-level standards. • ESC-20 Commitment Programs: Regionally coordinated services and professional development opportunities offered through Education Service Center Region 20 that enhance instructional quality, compliance, and capacity building for district staff. These investments directly support district and campus improvement plan objectives and are regularly evaluated for effectiveness and alignment with identified needs from the Comprehensive Needs Assessment.

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			DISTRICT									
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			80.0%	C	C	Not Rated	Not Rated	C	F	MET ALT	MET ALT	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	56%	44%	41%	36%		41%	39%	32%	36%	38%
		% Meets	13%	12%	12%	12%		10%	10%			
		% Masters	1%	1%	2%	2%		1%	1%			
		% Pass SPED	45%	31%	19%	16%		20%	20%	14%	18%	14%
		% Pass EB/EL	39%	32%	28%	23%		29%	25%	18%	17%	17%
	ELAR	% Approaches	41%	35%	31%	31%		32%	30%	20%	26%	33%
		% Meets	16%	13%	12%	13%		10%	8%			
		% Masters	1%	0%	1%	0%		0%	0%			
		% Pass SPED	29%	21%	10%	9%		14%	13%	6%	9%	8%
		% Pass LEP	22%	21%	18%	18%		23%	13%	7%	11%	8%
	Math	% Approaches	47%	30%	29%	21%		33%	29%	26%	22%	26%
		% Meets	2%	3%	3%	2%		2%	2%			
		% Masters	0%	0%	1%	1%		0%	0%			
		% Pass SPED	29%	24%	16%	14%		9%	17%	12%	8%	11%
		% Pass LEP	36%	26%	28%	13%		28%	26%	21%	6%	6%
	Science	% Approaches	73%	53%	47%	41%		52%	44%	45%	48%	42%
		% Meets	7%	7%	8%	7%		8%	5%			
		% Masters	0%	0%	1%	1%		2%	0%			
		% Pass SPED	65%	41%	26%	20%		20%	26%	27%	23%	21%
		% Pass LEP	62%	42%	36%	27%		27%	34%	34%	53%	36%
	Social Studies	% Approaches	87%	76%	67%	58%		66%	65%	59%	63%	60%
		% Meets	21%	25%	25%	20%		21%	22%			
		% Masters	5%	6%	5%	6%		5%	4%			
		% Pass SPED	73%	55%	34%	30%		43%	32%	31%	44%	29%
		% Pass LEP	71%	63%	48%	46%		47%	50%	35%	8%	45%
	Rel Perf	STAAR Retester Passing	43.0%	37.0%								
	Growth	English II and Algebra I EOCs	44.0%	42.0%	40.0%			25.0%	40.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	24.0%	17.0%	17.0%	24.0%		11.0%	31.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	70.0%	44.5%	16.6%	10.3%	24.4%	28.1%	5.6%			
		% College Ready	58.1%	24.5%	7.1%	3.9%	4.6%	6.0%	5.4%			
		% TSI (Both ELA & Math)	58.0%	23.1%	3.0%	2.0%	2.5%	4.2%	4.0%			
		% AP/IB Exam	1.0%	0.3%	2.0%	0.9%	1.0%	0.5%	1.0%			
		% Dual Course Credit	2.0%	1.9%	2.0%	2.0%	1.5%	2.2%	1.0%			
		% Industry-Based Certfications	17.0%	19.8%	3.4%	1.1%	0.0%	0.5%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.8%	0.7%	0.2%	4.6%	1.3%	0.0%			
		% SPED w/Advanced Degree Plan	7.0%	4.9%	6.4%	5.3%	1.9%	2.0%	-			
	Graduates Prior Year	% 4-Year ALL	41.9%	37.9%	45.0%	54.2%	51.5%	49.5%	56.3%	58.0%	70.8%	85.5%
		% 4-Year SPED	29.1%	36.5%	49.5%	57.3%	46.8%	49.2%	53.1%	56.6%	77.9%	79.3%
		% 4-Year EB/EL	32.9%	30.8%	36.1%	55.2%	41.3%	43.3%	50.7%	50.0%	62.0%	86.7%
		% 5-Year ALL	35.1%	36.2%	43.1%	48.2%	45.4%	50.0%	52.6%	63.1%	58.0%	74.2%
		% 5-Year SPED	39.8%	35.8%	46.2%	48.5%	51.5%	48.5%	53.2%	75.6%	52.8%	70.8%
		% 5-Year EB/EL	30.3%	30.3%	29.0%	45.1%	47.7%	42.5%	38.3%	63.8%	58.8%	66.7%
		% 6-Year ALL	37.5%	40.4%	45.4%	45.5%	49.5%	51.6%	63.4%	52.4%	66.4%	74.1%
		% 6-Year SPED	36.2%	45.0%	43.8%	51.1%	47.5%	52.7%	73.5%	43.9%	65.4%	66.7%
		% 6-Year EB/EL	28.8%	28.6%	37.8%	47.8%	36.6%	28.8%	61.7%	50.0%	0.0%	0.0%
TAPR	Enrollment	# Enrollment ALL	1450	1693	1591	1856	1910	1949	2223	2219	2020	1672
		# Enrollment SPED	185	190	214	225	240	204	240	237	219	162
		# Enrollment EB/EL	130	176	148	194	126	106	105	29	14	5
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	324	476	421	379	373	379	416	671	483	360
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	434	527	483	564	560	589	683	696	577	475
		# Enrollment Grade 11	378	388	396	480	486	528	628	467	479	441
		# Enrollment Grade 12	314	302	291	438	502	453	496	385	481	396
		# Enrollment Afr Amr	215	261	255	247	269	270	286	333	287	224
		# Enrollment Hisp	997	1107	995	1266	1239	1224	1408	1337	1161	980
		# Enrollment White	194	271	284	301	375	414	463	488	529	426
		# Enrollment Female	717	839	804	981	969					
		# Enrollment Male	733	854	787	880	952					
		# Enrollment Eco-Dis AEA ≥ 75%	982	1108	1544	1313	1447	1331	1642	1606	1259	1216
		% ADA ALL	24-25 TAPR	75.6%	72.8%	68.3%	89.8%	82.8%	81.8%	82.3%	81.7%	83.7%
		% ADA SPED	24-25 TAPR	78.5%	72.9%	72.3%	90.9%	85.0%	82.9%	82.5%	82.4%	84.9%
		% ADA EB/EL	24-25 TAPR	76.9%	75.4%	67.6%	92.7%	85.9%	85.4%	86.2%	83.4%	83.2%
		% Dropout ALL	24-25 TAPR	20.8%	23.9%	30.8%	17.5%	19.6%	22.0%	21.8%	23.1%	20.2%
		% Dropout SPED	24-25 TAPR	18.4%	27.2%	28.8%	13.2%	19.4%	23.8%	17.6%	23.3%	16.8%
		% Dropout EB/EL	24-25 TAPR	23.9%	24.2%	41.5%	16.7%	22.0%	24.7%	25.9%	32.4%	27.3%
		% Mobility	24-25 TAPR	72.0%	72.1%	63.1%	63.0%	65.6%	70.4%	73.0%	73.9%	69.8%
	Teaching Staff	# Average Years Experience	10.3	12.6	10.5	9.6	8.1	9.4	7.3	6.6	6.8	6.0
		# Average Years Exp w/ District	2.9	3.1	3.7	3.9	3.0	2.4	2.3	3.7	1.6	2.6
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 25%, mid-C rating by increasing Approaches, Meets, Masters from 56-13-1 to 60-14-2; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 5%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math lowest performing R/E groups: Afr Amr, Hisp, White
STAAR achievement by student group	Increase ELAR passing rate by 10% for EB students to meet or exceed average achievement by special populations on lowest performing STAAR EOC tests
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 6% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out by 2% or more to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Campus level assigned interventions for reidentified comprehensive support and improvement
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			KILLEEN								
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			77.0%	C	Not Rated	Not Rated	Not Rated	D	IR1	MET ALT	MET ALT	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	52%	58%	43%	30%		34%	44%	45%	42%	47%
		% Meets	12%	23%	14%	10%		10%	12%			
		% Masters	0%	5%	2%	0%		2%	2%			
		% Pass SPED	39%	35%	24%	11%		16%	23%	24%	21%	16%
		% Pass EB/EL	64%	54%	41%	26%		8%	36%	23%	17%	-
	ELAR	% Approaches	42%	50%	35%	24%		27%	41%	35%	30%	42%
		% Meets	11%	22%	13%	13%		10%	12%			
		% Masters	0%	0%	1%	0%		1%	1%			
		% Pass SPED	29%	22%	12%	0%		16%	18%	10%	9%	5%
		% Pass LEP	50%	71%	30%	27%		8%	30%	0%	20%	-
	Math	% Approaches	35%	34%	30%	9%		19%	23%	23%	20%	31%
		% Meets	0%	0%	3%	0%		0%	1%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	17%	28%	17%	0%		0%	0%	14%	5%	0%
		% Pass LEP	50%	-	33%	-		0%	25%	50%	0%	-
	Science	% Approaches	60%	50%	39%	28%		37%	50%	62%	58%	63%
		% Meets	0%	10%	12%	0%		3%	5%			
		% Masters	0%	0%	0%	0%		3%	2%			
		% Pass SPED	0%	40%	20%	40%		17%	36%	38%	33%	50%
		% Pass LEP	50%	-	33%	-		25%	40%	50%	33%	-
	Social Studies	% Approaches	89%	89%	72%	57%		70%	70%	81%	72%	76%
		% Meets	25%	37%	28%	14%		27%	30%			
		% Masters	0%	13%	6%	0%		5%	9%			
		% Pass SPED	75%	62%	53%	-		36%	46%	69%	59%	33%
		% Pass LEP	100%	-	60%	40%		0%	56%	50%	0%	-
	Rel Perf	STAAR Retester Passing	43.0%	37.0%								
	Growth	English II and Algebra I EOCs	30.0%	42.0%	32.0%			40.0%	41.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	0.0%	-	20.0%	-		0.0%	25.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	68.0%	25.8%	5.9%	9.6%	33.1%	27.9%	4.1%			
		% College Ready	46.3%	12.9%	0.0%	0.0%	0.0%	5.3%	4.1%			
		% TSI (Both ELA & Math)	36.0%	12.9%	0.0%	0.0%	0.0%	5.3%	1.0%			
		% AP/IB Exam	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%			
		% Dual Course Credit	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%			
		% Industry-Based Certfications	20.0%	19.4%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	0.0%	0.0%	3.2%	3.2%	0.0%			
		% SPED w/Advanced Degree Plan	14.0%	0.0%	5.9%	9.6%	0.0%	3.2%	-			
	Graduates Prior Year	% 4-Year ALL	84.0%	50.0%	48.6%	54.0%	53.8%	57.2%	57.4%	47.2%	57.9%	63.4%
		% 4-Year SPED	44.4%	41.7%	58.8%	50.0%	37.5%	68.0%	50.0%	45.0%	63.6%	57.1%
		% 4-Year EB/EL	37.5%	50.0%	25.0%	62.5%	62.5%	33.3%	75.0%	66.7%	66.7%	50.0%
		% 5-Year ALL	90.7%	41.4%	49.0%	51.9%	55.6%	56.0%	53.4%	56.1%	57.4%	69.1%
		% 5-Year SPED	100.0%	35.7%	58.8%	44.4%	68.0%	51.7%	56.5%	69.6%	52.9%	69.6%
		% 5-Year EB/EL	85.7%	-	45.5%	55.6%	33.3%	83.3%	100.0%	100.0%	50.0%	33.3%
		% 6-Year ALL	55.2%	43.9%	49.7%	55.1%	55.0%	54.5%	53.9%	56.1%	69.1%	73.4%
		% 6-Year SPED	37.5%	52.9%	37.5%	65.4%	48.3%	56.5%	64.0%	52.6%	69.6%	66.7%
		% 6-Year EB/EL	100.0%	45.5%	44.4%	28.6%	83.3%	100.0%	100.0%	66.7%	0.0%	0.0%
TAPR	Enrollment	# Enrollment ALL	122	157	146	160	174	232	255	212	212	135
		# Enrollment SPED	20	33	40	28	27	41	44	37	52	25
		# Enrollment EB/EL	6	6	9	11	12	6	12	0	0	0
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	22	26	41	25	30	38	38	30	42	24
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	34	46	44	53	48	77	64	59	64	45
		# Enrollment Grade 11	38	31	40	49	47	73	70	59	41	36
		# Enrollment Grade 12	28	54	21	33	50	44	83	64	65	30
		# Enrollment Afr Amr	64	76	76	70	91	108	103	90	90	57
		# Enrollment Hisp	34	39	37	50	52	71	80	54	53	27
		# Enrollment White	13	20	16	19	23	36	46	44	52	37
		# Enrollment Female	55	75	67	77	83					
		# Enrollment Male	67	82	79	83	92					
		# Enrollment Eco-Dis AEA ≥ 75%	87	95	139	105	141	165	174	171	148	102
		% ADA ALL	24-25 TAPR	76.8%	73.2%	75.0%	89.7%	81.2%	84.2%	86.0%	85.0%	85.3%
		% ADA SPED	24-25 TAPR	78.9%	72.2%	75.3%	90.2%	83.0%	84.3%	84.9%	86.6%	85.5%
		% ADA EB/EL	24-25 TAPR	77.5%	70.5%	75.6%	93.1%	79.7%	82.6%	88.6%	84.6%	-
		% Dropout ALL	24-25 TAPR	20.1%	24.5%	32.0%	16.5%	24.8%	20.3%	17.9%	28.1%	23.9%
		% Dropout SPED	24-25 TAPR	17.9%	31.4%	29.3%	13.7%	29.1%	22.0%	12.5%	25.0%	13.4%
		% Dropout EB/EL	24-25 TAPR	12.5%	33.3%	42.9%	13.0%	31.8%	8.3%	13.3%	22.0%	-
		% Mobility	24-25 TAPR	79.6%	75.2%	63.4%	63.6%	66.4%	72.2%	72.1%	79.7%	80.5%
	Teaching Staff	# Average Years Experience	9.9	11.5	8.7	8.6	6.9	9.6	5.6	5.4	3.8	2.0
		# Average Years Exp w/ District	3.5	2.9	3.8	3.6	2.4	1.7	1.9	3.4	1.3	1.6
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 3% to 24%, mid-C rating by increasing Approaches, Meets, Masters from 52-12-0 to 56-14-2; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 10% to regain regression from prior year; STAAR Achievement Reading & Math two lowest performing R/E groups: Afr Amr & Hisp
STAAR achievement by student group	Increase ELAR passing rate of EB students by 10% to meet or exceed average achievement by special populations on lowest performing STAAR EOC (n/a Sci only 2 tests)
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			ODESSA									
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			77.0%	D	Not Rated	Not Rated	Not Rated	D	IR1	MET ALT	MET ALT	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	51%	32%	34%	31%		33%	33%	28%	34%	33%
		% Meets	10%	4%	8%	8%		6%	6%			
		% Masters	0%	0%	0%	0%		1%	0%			
		% Pass SPED	39%	26%	12%	12%		15%	10%	6%	21%	11%
		% Pass EB/EL	38%	20%	20%	22%		24%	13%	20%	20%	17%
	ELAR	% Approaches	38%	25%	25%	26%		25%	23%	16%	21%	28%
		% Meets	13%	6%	8%	10%		7%	7%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	38%	14%	0%	8%		11%	3%	0%	9%	10%
		% Pass LEP	23%	5%	8%	17%		23%	6%	11%	15%	11%
	Math	% Approaches	41%	23%	21%	17%		25%	32%	28%	25%	23%
		% Meets	1%	0%	0%	0%		0%	0%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	20%	0%	29%	7%		0%	19%	3%	10%	13%
		% Pass LEP	32%	16%	24%	13%		29%	19%	38%	0%	8%
	Science	% Approaches	67%	49%	50%	39%		47%	40%	38%	50%	41%
		% Meets	3%	3%	8%	5%		4%	2%			
		% Masters	0%	0%	0%	0%		1%	0%			
		% Pass SPED	43%	62%	10%	17%		11%	21%	10%	29%	0%
		% Pass LEP	54%	39%	30%	36%		17%	17%	11%	60%	29%
	Social Studies	% Approaches	80%	65%	56%	53%		53%	54%	54%	61%	53%
		% Meets	11%	9%	22%	13%		12%	12%			
		% Masters	2%	0%	1%	2%		3%	2%			
		% Pass SPED	45%	60%	17%	23%		46%	11%	23%	59%	27%
		% Pass LEP	69%	59%	40%	35%		39%	26%	33%	20%	38%
	Rel Perf	STAAR Retester Passing	39.0%	25.0%								
	Growth	English II and Algebra I EOCs	37.0%	40.0%	32.0%			21.0%	43.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	26.0%	15.0%	9.0%	11.0%		0.0%	43.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	55.0%	42.4%	22.2%	14.0%	25.5%	31.7%	1.9%			
		% College Ready	48.4%	20.3%	14.3%	7.0%	8.3%	6.1%	1.9%			
		% TSI (Both ELA & Math)	43.0%	16.9%	3.2%	1.8%	4.2%	3.5%	0.0%			
		% AP/IB Exam	1.0%	0.0%	3.2%	0.9%	1.0%	0.9%	1.0%			
		% Dual Course Credit	6.0%	3.4%	7.9%	5.3%	5.2%	3.5%	1.0%			
		% Industry-Based Certfications	7.0%	16.9%	0.0%	1.8%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	3.2%	0.0%	4.2%	0.0%	0.0%			
		% SPED w/Advanced Degree Plan	5.0%	10.2%	7.9%	6.1%	2.1%	2.0%	-			
	Graduates Prior Year	% 4-Year ALL	62.4%	30.3%	45.8%	49.6%	51.9%	52.2%	56.0%			
		% 4-Year SPED	50.0%	25.0%	35.0%	75.0%	43.5%	56.5%				
		% 4-Year EB/EL	68.8%	30.0%	55.6%	57.7%	29.4%	12.5%				
		% 5-Year ALL	60.5%	39.7%	39.2%	49.2%	45.8%	52.4%	49.1%			
		% 5-Year SPED	53.8%	31.6%	58.8%	50.0%	52.2%	-				
		% 5-Year EB/EL	69.2%	56.3%	44.4%	27.8%	22.2%	-				
		% 6-Year ALL	41.9%	36.5%	47.5%	48.2%	-	49.3%	68.4%			
		% 6-Year SPED	31.6%	58.8%	46.2%	52.2%	-	-				
		% 6-Year EB/EL	45.0%	44.4%	26.3%	30.0%	-	-				
TAPR	Enrollment	# Enrollment ALL	348	360	318	403	447	477	444	493	438	392
		# Enrollment SPED	29	26	35	41	55	26	36	46	28	26
		# Enrollment EB/EL	47	67	43	50	35	21	24	0	0	0
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	81	140	83	84	99	122	90	194	102	62
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	97	116	97	109	141	132	140	171	138	111
		# Enrollment Grade 11	100	54	73	107	92	109	131	94	98	128
		# Enrollment Grade 12	70	50	65	103	116	114	83	34	100	91
		# Enrollment Afr Amr	18	19	9	12	7	13	7	11	11	2
		# Enrollment Hisp	277	280	249	308	333	354	333	365	315	296
		# Enrollment White	50	54	54	80	104	103	96	114	107	91
		# Enrollment Female	178	176	150	195	214					
		# Enrollment Male	170	184	168	208	234					
		# Enrollment Eco-Dis AEA ≥ 75%	182	192	315	186	242	207	203	259	234	281
		% ADA ALL	24-25 TAPR	78.2%	78.2%	75.3%	92.0%	85.3%	86.9%	87.5%	87.8%	86.3%
		% ADA SPED	24-25 TAPR	81.9%	81.4%	79.5%	90.9%	86.8%	87.4%	87.4%	88.7%	90.6%
		% ADA EB/EL	24-25 TAPR	80.1%	82.3%	76.9%	93.7%	86.1%	88.3%	90.9%	89.2%	-
		% Dropout ALL	24-25 TAPR	17.0%	20.7%	24.9%	19.7%	24.0%	19.6%	20.2%	22.3%	21.6%
		% Dropout SPED	24-25 TAPR	16.1%	22.0%	25.8%	14.7%	25.9%	25.0%	16.2%	22.7%	14.6%
		% Dropout EB/EL	24-25 TAPR	18.2%	17.5%	25.4%	18.8%	20.9%	24.3%	8.6%	36.8%	-
		% Mobility	24-25 TAPR	65.4%	65.3%	56.7%	55.0%	55.2%	56.2%	57.5%	69.8%	63.7%
	Teaching Staff	# Average Years Experience	10.0	9.7	6.8	7.6	4.5	8.6	5.5	5.0	5.2	4.3
		# Average Years Exp w/ District	3.0	2.6	3.7	3.6	2.2	2.6	1.6	3.1	1.5	2.4
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 3% to 23%, mid-C rating by increasing Approaches, Meets, Masters from 51-10-0 to 55-12-1; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 5%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp & White
STAAR achievement by student group	Increase Math passing rate of SPED students by 10% to meet or exceed average achievement by special populations on lowest performing STAAR EOC test
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%; decrease current rate by 2% from 17% to 15%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			LUBBOCK								
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			82.0%	D	Not Rated	Not Rated	Not Rated	D	IR2	IR1	MET ALT	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	58%	43%	45%	51%		39%	33%	30%	34%	47%
		% Meets	15%	9%	11%	24%		9%	7%			
		% Masters	0%	1%	2%	7%		1%	1%			
		% Pass SPED	49%	26%	10%	30%		24%	0%	5%	12%	15%
		% Pass EB/EL	67%	43%	25%	17%		0%	0%	0%	0%	-
	ELAR	% Approaches	40%	34%	23%	38%		31%	26%	21%	28%	37%
		% Meets	20%	8%	10%	20%		8%	7%			
		% Masters	0%	1%	0%	1%		0%	0%			
		% Pass SPED	21%	24%	6%	0%		14%	0%	4%	9%	0%
		% Pass LEP	57%	50%	-	-		0%	0%	0%	0%	-
	Math	% Approaches	40%	20%	33%	52%		26%	25%	27%	15%	52%
		% Meets	0%	2%	2%	9%		0%	2%			
		% Masters	0%	0%	2%	0%		0%	0%			
		% Pass SPED	17%	13%	0%	-		20%	0%	0%	13%	50%
		% Pass LEP	25%	0%	-	-		-	-	-	-	-
	Science	% Approaches	89%	61%	60%	44%		56%	33%	40%	31%	58%
		% Meets	11%	2%	9%	8%		13%	2%			
		% Masters	0%	0%	2%	0%		3%	0%			
		% Pass SPED	100%	33%	22%	40%		29%	0%	0%	6%	50%
		% Pass LEP	100%	0%	-	-		-	-	-	-	-
	Social Studies	% Approaches	88%	72%	83%	82%		71%	69%	54%	64%	62%
		% Meets	17%	21%	25%	58%		29%	23%			
		% Masters	0%	5%	5%	27%		5%	6%			
		% Pass SPED	69%	38%	20%	-		60%	0%	18%	27%	22%
		% Pass LEP	100%	100%	-	-		-	-	-	0%	-
	Rel Perf	STAAR Retester Passing	47.0%	29.0%								
	Growth	English II and Algebra I EOCs	36.0%	41.0%	12.0%			32.0%	45.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	60.0%	50.0%	0.0%	0.0%		0.0%	-			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	72.0%	26.7%	13.0%	27.3%	29.2%	21.2%	1.5%			
		% College Ready	62.2%	10.0%	8.7%	9.1%	5.6%	0.0%	1.5%			
		% TSI (Both ELA & Math)	62.0%	10.0%	8.7%	4.5%	0.0%	0.0%	2.0%			
		% AP/IB Exam	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% Dual Course Credit	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%			
		% Industry-Based Certfications	5.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%			
		% SPED w/Advanced Degree Plan	8.0%	0.0%	4.3%	18.2%	2.8%	3.0%	-			
	Graduates Prior Year	% 4-Year ALL	58.6%	38.8%	39.1%	46.8%	42.1%	45.9%	57.1%			
		% 4-Year SPED	45.5%	27.3%	50.0%	41.2%	31.3%	46.2%				
		% 4-Year EB/EL	0.0%	-	-	-	-	-				
		% 5-Year ALL	40.3%	35.7%	29.7%	35.5%	39.6%	47.4%	52.5%			
		% 5-Year SPED	27.3%	50.0%	29.4%	31.3%	50.0%	-				
		% 5-Year EB/EL	-	-	-	-	-	-				
		% 6-Year ALL	45.6%	31.1%	32.3%	39.6%	-	71.0%	51.3%			
		% 6-Year SPED	50.0%	29.4%	31.3%	50.0%	-	-				
		% 6-Year EB/EL	0.0%	-	-	-	-	-				
TAPR	Enrollment	# Enrollment ALL	134	142	147	163	158	130	188	226	243	182
		# Enrollment SPED	26	20	23	21	24	20	20	33	33	29
		# Enrollment EB/EL	7	2	2	2	3	1	0	0	0	0
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	47	48	58	37	30	28	42	84	65	32
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	36	42	47	44	50	40	60	69	62	31
		# Enrollment Grade 11	32	37	21	57	42	29	60	51	59	49
		# Enrollment Grade 12	19	15	21	25	37	33	26	22	57	70
		# Enrollment Afr Amr	20	17	24	11	14	19	14	23	21	13
		# Enrollment Hisp	88	100	99	126	118	77	127	148	153	112
		# Enrollment White	21	18	17	24	26	31	43	49	65	56
		# Enrollment Female	74	70	79	97	87					
		# Enrollment Male	60	72	68	66	72					
		# Enrollment Eco-Dis AEA ≥ 75%	118	115	145	131	134	115	169	201	180	140
		% ADA ALL	24-25 TAPR	76.5%	71.8%	60.1%	87.2%	79.4%	76.9%	79.0%	80.8%	79.5%
		% ADA SPED	24-25 TAPR	75.2%	65.8%	59.2%	90.4%	80.8%	78.8%	79.8%	83.4%	80.1%
		% ADA EB/EL	24-25 TAPR	-	-	-	-	-	-	-	-	-
		% Dropout ALL	24-25 TAPR	16.5%	23.3%	29.8%	24.0%	17.0%	21.9%	21.5%	24.3%	16.8%
		% Dropout SPED	24-25 TAPR	14.3%	26.3%	31.0%	15.6%	32.1%	23.3%	23.2%	19.1%	16.9%
		% Dropout EB/EL	24-25 TAPR	0.0%	-	-	-	-	-	-	-	-
		% Mobility	24-25 TAPR	73.6%	72.4%	61.9%	57.6%	68.6%	67.3%	65.7%	74.9%	69.0%
	Teaching Staff	# Average Years Experience	10.9	12.2	13.0	11.0	10.3	10.0	9.4	10.6	8.8	11.6
		# Average Years Exp w/ District	2.4	2.9	3.7	4.1	3.5	2.9	2.9	4.6	1.8	5.6
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 26%, mid-C rating by increasing Approaches, Meets, Masters from 58-15-0 to 60-16-2; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 5%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp only
STAAR achievement by student group	Increase ELAR passing rate of SPED students by 5% to regain regression from prior year on one of lowest performing STAAR EOC tests
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%; decrease current rate by 2% from 17% to 15%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			HOUSTON								
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			86.0%	C	Not Rated	Not Rated	Not Rated	B	IR2	IR1	MET ALT	IR1
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	55%	42%	36%	33%		49%	34%	20%	37%	30%
		% Meets	14%	12%	11%	10%		10%	7%			
		% Masters	2%	2%	3%	3%		1%	1%			
		% Pass SPED	21%	13%	37%	8%		22%	13%	5%	14%	-
		% Pass EB/EL	40%	37%	21%	22%		34%	31%	21%	25%	25%
	ELAR	% Approaches	41%	30%	28%	21%		38%	26%	9%	31%	21%
		% Meets	14%	12%	12%	10%		12%	5%			
		% Masters	1%	0%	1%	0%		0%	0%			
		% Pass SPED	0%	0%	38%	0%		11%	9%	0%	14%	-
		% Pass LEP	24%	21%	14%	14%		21%	14%	0%	25%	0%
	Math	% Approaches	47%	33%	19%	33%		58%	19%	17%	15%	22%
		% Meets	4%	3%	3%	4%		3%	0%			
		% Masters	0%	0%	3%	4%		2%	0%			
		% Pass SPED	0%	-	-	-		50%	0%	0%	0%	-
		% Pass LEP	39%	56%	10%	0%		47%	38%	7%	-	0%
	Science	% Approaches	72%	38%	19%	19%		58%	44%	45%	42%	35%
		% Meets	6%	0%	7%	13%		6%	0%			
		% Masters	0%	0%	4%	6%		0%	0%			
		% Pass SPED	50%	-	-	-		33%	17%	25%	100%	-
		% Pass LEP	78%	33%	0%	0%		27%	22%	45%	-	100%
	Social Studies	% Approaches	82%	74%	74%	70%		62%	60%	40%	64%	60%
		% Meets	22%	23%	19%	15%		14%	19%			
		% Masters	8%	9%	4%	9%		5%	3%			
		% Pass SPED	33%	-	-	-		0%	29%	17%	0%	-
		% Pass LEP	67%	62%	67%	73%		53%	67%	33%	-	67%
	Rel Perf	STAAR Retester Passing	40.0%	29.0%								
	Growth	English II and Algebra I EOCs	43.0%	40.0%	58.0%			25.0%	45.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	18.0%	11.0%	13.0%	47.0%		32.0%	9.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	100.0%	39.3%	21.7%	8.6%	29.4%	79.4%	11.5%			
		% College Ready	92.3%	16.1%	8.7%	1.7%	9.5%	2.0%	11.5%			
		% TSI (Both ELA & Math)	90.0%	16.1%	4.3%	0.0%	4.8%	2.0%	10.0%			
		% AP/IB Exam	4.0%	0.0%	4.3%	0.0%	4.8%	0.0%	4.0%			
		% Dual Course Credit	2.0%	0.0%	0.0%	1.7%	0.0%	2.0%	0.0%			
		% Industry-Based Certfications	14.0%	16.1%	4.3%	1.7%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	3.6%	0.0%	0.0%	6.3%	0.0%	0.0%			
		% SPED w/Advanced Degree Plan	0.0%	5.4%	8.7%	5.2%	0.0%	2.0%	-			
	Graduates Prior Year	% 4-Year ALL	88.9%	40.0%	52.6%	66.4%	62.1%	58.5%	55.7%			
		% 4-Year SPED	100.0%	-	57.1%	88.9%	60.0%	22.2%				
		% 4-Year EB/EL	65.0%	35.0%	31.3%	78.3%	52.9%	94.4%				
		% 5-Year ALL	55.6%	33.3%	47.4%	54.4%	49.6%	47.6%	43.0%			
		% 5-Year SPED	66.7%	16.7%	77.8%	50.0%	33.3%	-				
		% 5-Year EB/EL	54.5%	21.4%	30.4%	61.9%	66.7%	-				
		% 6-Year ALL	44.9%	43.7%	49.2%	47.4%	-	45.0%	50.0%			
		% 6-Year SPED	16.7%	77.8%	50.0%	33.3%	-	-				
		% 6-Year EB/EL	50.0%	28.6%	47.6%	65.0%	-	-				
TAPR	Enrollment	# Enrollment ALL	144	156	160	214	188	211	182	200	130	151
		# Enrollment SPED	13	10	12	12	6	12	16	17	6	3
		# Enrollment EB/EL	19	28	32	44	17	30	26	11	2	2
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	28	27	30	25	10	26	33	44	31	38
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	33	50	32	52	52	66	44	43	39	45
		# Enrollment Grade 11	49	38	51	62	49	52	50	58	35	34
		# Enrollment Grade 12	34	41	47	75	77	67	55	55	25	34
		# Enrollment Afr Amr	47	48	58	56	56	65	53	81	49	60
		# Enrollment Hisp	93	104	96	151	121	131	120	106	78	84
		# Enrollment White	0	1	0	4	7	11	5	7	2	2
		# Enrollment Female	69	73	75	120	98					
		# Enrollment Male	75	83	85	94	90					
		# Enrollment Eco-Dis AEA ≥ 75%	127	123	155	170	169	132	165	173	114	132
		% ADA ALL	24-25 TAPR	74.8%	68.5%	63.0%	93.7%	89.2%	88.1%	79.2%	79.4%	81.3%
		% ADA SPED	24-25 TAPR	83.4%	70.1%	72.3%	92.9%	89.7%	90.3%	79.0%	81.6%	77.0%
		% ADA EB/EL	24-25 TAPR	79.3%	70.9%	62.4%	95.6%	92.0%	90.0%	83.5%	76.0%	80.7%
		% Dropout ALL	24-25 TAPR	26.0%	26.4%	40.3%	17.1%	17.6%	16.9%	29.5%	22.9%	21.5%
		% Dropout SPED	24-25 TAPR	14.3%	21.1%	35.7%	11.8%	14.3%	20.0%	25.7%	27.8%	18.2%
		% Dropout EB/EL	24-25 TAPR	29.4%	23.1%	58.3%	15.0%	24.3%	18.4%	28.0%	31.3%	25.0%
		% Mobility	24-25 TAPR	78.9%	77.9%	52.3%	65.7%	68.1%	73.1%	78.7%	72.2%	68.0%
	Teaching Staff	# Average Years Experience	7.8	12.0	12.2	9.9	8.3	9.8	6.4	4.8	5.6	4.3
		# Average Years Exp w/ District	2.7	2.5	3.4	3.6	2.9	2.1	2.1	3.7	1.6	0.4
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 26%, mid-C rating by increasing Approaches, Meets, Masters from 55-14-2 to 60-16-2; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 5%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Afr Amr & Hisp
STAAR achievement by student group	Increase ELAR passing rate of SPED students by 30% to meet or exceed average achievement by special populations on lowest performing STAAR EOC test
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			FORT WORTH								
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			74.0%	C	Not Rated	Not Rated	Not Rated	D	IR3	IR2	IR1	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	47%	36%	34%	34%		50%	54%	31%	29%	26%
		% Meets	10%	10%	12%	9%		17%	15%			
		% Masters	0%	2%	2%	0%		3%	2%			
		% Pass SPED	44%	54%	9%	14%		18%	33%	8%	3%	5%
		% Pass EB/EL	35%	38%	33%	39%		44%	45%	23%	13%	0%
	ELAR	% Approaches	34%	30%	30%	30%		39%	36%	19%	13%	25%
		% Meets	10%	10%	12%	10%		16%	12%			
		% Masters	0%	2%	0%	0%		0%	0%			
		% Pass SPED	38%	47%	9%	21%		13%	11%	0%	0%	5%
		% Pass LEP	18%	44%	27%	29%		43%	19%	11%	0%	0%
	Math	% Approaches	27%	17%	28%	18%		36%	46%	24%	26%	9%
		% Meets	0%	0%	4%	0%		3%	5%			
		% Masters	0%	0%	0%	0%		0%	2%			
		% Pass SPED	11%	40%	11%	-		0%	25%	8%	0%	0%
		% Pass LEP	29%	11%	-	17%		38%	33%	23%	0%	-
	Science	% Approaches	81%	41%	33%	31%		37%	76%	49%	44%	29%
		% Meets	6%	4%	5%	3%		5%	10%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	100%	50%	11%	0%		0%	60%	25%	20%	13%
		% Pass LEP	75%	17%	-	20%		25%	88%	56%	50%	0%
	Social Studies	% Approaches	84%	75%	56%	63%		83%	81%	60%	58%	48%
		% Meets	25%	23%	33%	20%		32%	20%			
		% Masters	3%	5%	11%	3%		10%	4%			
		% Pass SPED	75%	78%	0%	25%		42%	44%	18%	0%	0%
		% Pass LEP	50%	67%	60%	100%		67%	80%	29%	-	0%
	Rel Perf	STAAR Retester Passing	37.0%	25.0%								
	Growth	English II and Algebra I EOCs	21.0%	45.0%	56.0%			13.0%	-			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	40.0%	8.0%	50.0%	0.0%		0.0%	0.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	69.0%	53.3%	6.7%	6.1%	27.6%	16.4%	5.4%			
		% College Ready	40.9%	16.7%	6.7%	4.1%	3.4%	9.8%	5.4%			
		% TSI (Both ELA & Math)	39.0%	16.7%	3.3%	4.1%	1.7%	6.6%	4.0%			
		% AP/IB Exam	0.0%	0.0%	3.3%	2.0%	0.0%	1.6%	1.0%			
		% Dual Course Credit	2.0%	0.0%	0.0%	2.0%	1.7%	3.3%	0.0%			
		% Industry-Based Certfications	32.0%	36.7%	0.0%	2.0%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	3.3%	0.0%	0.0%	8.6%	0.0%	0.0%			
		% SPED w/Advanced Degree Plan	5.0%	6.7%	0.0%	0.0%	0.0%	0.0%	-			
	Graduates Prior Year	% 4-Year ALL	63.9%	32.3%	46.1%	54.7%	60.0%	51.3%	50.3%			
		% 4-Year SPED	100.0%	25.0%	45.5%	46.2%	58.8%	26.7%				
		% 4-Year EB/EL	73.3%	-	33.3%	18.2%	46.2%	39.1%				
		% 5-Year ALL	51.8%	34.9%	43.2%	56.2%	48.1%	44.2%	41.0%			
		% 5-Year SPED	33.3%	27.3%	27.3%	61.1%	33.3%	-				
		% 5-Year EB/EL	80.0%	21.4%	9.1%	50.0%	53.8%	-				
		% 6-Year ALL	46.3%	37.6%	54.2%	46.3%	-	44.1%	37.8%			
		% 6-Year SPED	40.0%	36.4%	52.6%	33.3%	-	-				
		% 6-Year EB/EL	40.0%	9.1%	50.0%	42.9%	-	-				
TAPR	Enrollment	# Enrollment ALL	117	191	179	169	188	173	193	216	190	169
		# Enrollment SPED	15	17	24	30	34	27	22	26	19	19
		# Enrollment EB/EL	11	19	22	20	19	15	19	0	1	0
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	16	63	52	45	50	14	19	35	41	39
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	35	51	49	47	37	52	59	81	60	49
		# Enrollment Grade 11	26	52	45	32	62	56	56	44	52	47
		# Enrollment Grade 12	40	25	33	47	43	51	59	56	37	34
		# Enrollment Afr Amr	42	66	56	64	66	42	62	84	69	65
		# Enrollment Hisp	54	90	76	74	83	96	90	103	84	68
		# Enrollment White	18	32	40	28	36	32	36	26	33	31
		# Enrollment Female	59	96	90	85	90					
		# Enrollment Male	58	95	89	86	102					
		# Enrollment Eco-Dis AEA ≥ 75%	71	114	175	153	165	146	161	161	99	136
		% ADA ALL	24-25 TAPR	71.9%	66.8%	61.9%	89.7%	86.1%	83.7%	82.7%	77.7%	78.7%
		% ADA SPED	24-25 TAPR	77.7%	63.7%	68.4%	91.7%	88.0%	86.0%	81.8%	77.0%	82.5%
		% ADA EB/EL	24-25 TAPR	72.4%	65.1%	54.4%	87.9%	88.6%	85.6%	86.6%	-	-
		% Dropout ALL	24-25 TAPR	28.0%	26.8%	34.6%	15.9%	17.7%	22.6%	17.2%	30.2%	36.9%
		% Dropout SPED	24-25 TAPR	31.3%	29.7%	33.3%	11.1%	24.4%	17.4%	27.8%	38.6%	41.0%
		% Dropout EB/EL	24-25 TAPR	25.7%	25.8%	45.5%	22.6%	24.1%	36.4%	30.0%	-	-
		% Mobility	24-25 TAPR	80.7%	74.9%	57.7%	70.5%	69.5%	70.4%	81.3%	81.3%	83.8%
	Teaching Staff	# Average Years Experience	12.1	16.5	12.7	13.7	12.7	13.3	11.4	8.8	8.1	6.2
		# Average Years Exp w/ District	3.3	4.3	4.4	4.9	4.4	3.5	3.0	4.1	1.7	1.1
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 3% to 22%, mid-C rating by increasing Approaches, Meets, Masters from 47-10-0 to 55-11-0; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 5%, least improved STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Afr Amr & Hisp
STAAR achievement by student group	Increase ELAR passing rate of EB students by 20% to meet or exceed average achievement by special populations on STAAR EOC tests
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			CORPUS CHRISTI								
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			88.0%	C	Not Rated	Not Rated	Not Rated	D	IR2	IR1	MET ALT	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	67%	53%	54%	37%		49%	39%	37%	46%	51%
		% Meets	21%	16%	19%	13%		14%	13%			
		% Masters	2%	1%	2%	3%		2%	1%			
		% Pass SPED	47%	32%	16%	27%		27%	26%	17%	26%	22%
		% Pass EB/EL	31%	33%	-	-		13%	10%	0%	20%	-
	ELAR	% Approaches	54%	42%	44%	34%		37%	32%	22%	38%	49%
		% Meets	27%	20%	24%	15%		12%	11%			
		% Masters	2%	0%	0%	1%		1%	0%			
		% Pass SPED	32%	21%	0%	25%		18%	16%	9%	17%	0%
		% Pass LEP	0%	-	-	-		0%	0%	0%	0%	-
	Math	% Approaches	64%	43%	44%	12%		51%	31%	29%	20%	37%
		% Meets	9%	10%	7%	0%		10%	4%			
		% Masters	1%	0%	2%	0%		1%	1%			
		% Pass SPED	58%	31%	29%	17%		33%	40%	16%	5%	14%
		% Pass LEP	100%	-	-	-		0%	0%	0%	0%	-
	Sdience	% Approaches	78%	60%	63%	48%		56%	39%	48%	58%	50%
		% Meets	6%	12%	5%	0%		14%	10%			
		% Masters	0%	0%	0%	0%		4%	0%			
		% Pass SPED	56%	44%	-	-		20%	30%	24%	29%	0%
		% Pass LEP	50%	-	-	-		50%	0%	0%	100%	-
	Social Studies	% Approaches	95%	77%	70%	54%		74%	70%	76%	81%	84%
		% Meets	24%	20%	23%	21%		25%	29%			
		% Masters	3%	4%	6%	9%		4%	6%			
		% Pass SPED	100%	50%	29%	38%		38%	30%	44%	63%	100%
		% Pass LEP	75%	-	-	-		0%	100%	0%	-	-
	Rel Perf	STAAR Retester Passing	52.0%	43.0%								
	Growth	English II and Algebra I EOCs	61.0%	38.0%	42.0%			36.0%	47.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	0.0%	50.0%	-	100.0%		0.0%	50.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	89.0%	50.8%	13.3%	3.9%	33.7%	18.0%	7.5%			
		% College Ready	70.8%	38.5%	0.0%	1.3%	4.7%	1.6%	6.5%			
		% TSI (Both ELA & Math)	68.0%	36.9%	0.0%	1.3%	4.7%	1.6%	4.0%			
		% AP/IB Exam	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% Dual Course Credit	1.0%	3.1%	0.0%	0.0%	0.0%	0.0%	2.0%			
		% Industry-Based Certfications	30.0%	18.5%	6.7%	0.0%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	0.0%	1.3%	11.6%	3.1%	0.0%			
		% SPED w/Advanced Degree Plan	5.0%	1.5%	6.7%	1.3%	4.7%	1.6%	-			
	Graduates Prior Year	% 4-Year ALL	97.7%	48.0%	40.0%	61.8%	35.1%	44.9%	62.4%			
		% 4-Year SPED	80.0%	37.5%	58.3%	75.0%	50.0%	50.0%				
		% 4-Year EB/EL	100.0%	-	-	-	-	25.0%				
		% 5-Year ALL	71.1%	36.0%	54.7%	35.4%	41.8%	56.1%	56.2%			
		% 5-Year SPED	57.1%	53.8%	75.0%	52.9%	52.9%	-				
		% 5-Year EB/EL	-	-	-	-	-	-				
		% 6-Year ALL	43.8%	53.9%	32.0%	44.1%	-	58.0%	75.9%			
		% 6-Year SPED	69.2%	75.0%	44.4%	50.0%	-	-				
		% 6-Year EB/EL	-	-	-	-	-	-				
TAPR	Enrollment	# Enrollment ALL	210	249	199	252	249	277	378	387	396	291
		# Enrollment SPED	24	29	20	29	23	28	40	41	42	32
		# Enrollment EB/EL	7	3	1	2	1	4	2	1	1	0
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	59	59	42	48	40	70	69	107	96	79
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	72	73	69	94	85	79	136	117	126	92
		# Enrollment Grade 11	45	66	58	63	58	74	88	77	89	68
		# Enrollment Grade 12	34	51	30	47	67	54	85	86	85	52
		# Enrollment Afr Amr	6	3	5	7	5	4	16	9	13	5
		# Enrollment Hisp	175	203	161	198	198	208	270	278	282	222
		# Enrollment White	24	41	31	42	41	60	85	94	94	57
		# Enrollment Female	104	121	104	138	127					
		# Enrollment Male	106	128	95	114	123					
		# Enrollment Eco-Dis AEA ≥ 75%	156	176	194	172	185	211	317	278	233	194
		% ADA ALL	24-25 TAPR	74.0%	73.0%	68.9%	87.3%	74.6%	74.9%	79.0%	79.1%	86.5%
		% ADA SPED	24-25 TAPR	77.0%	71.0%	70.8%	91.7%	80.0%	78.4%	76.9%	75.6%	86.1%
		% ADA EB/EL	24-25 TAPR	-	-	-	-	-	-	-	-	-
		% Dropout ALL	24-25 TAPR	15.7%	15.2%	30.6%	11.0%	21.3%	22.2%	18.3%	19.6%	11.6%
		% Dropout SPED	24-25 TAPR	26.9%	28.1%	28.9%	0.0%	12.2%	22.7%	9.9%	21.1%	13.0%
		% Dropout EB/EL	24-25 TAPR	0.0%	-	33.3%	-	28.6%	33.3%	-	20.0%	-
		% Mobility	24-25 TAPR	69.0%	72.6%	69.5%	63.4%	72.2%	70.6%	70.8%	72.9%	59.6%
	Teaching Staff	# Average Years Experience	8.8	13.8	10.7	6.1	6.9	8.8	8.1	6.5	7.1	5.9
		# Average Years Exp w/ District	3.3	3.2	3.2	3.0	2.1	1.8	2.4	3.5	1.1	2.4
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 32%, mid-B rating by increasing Approaches, Meets, Masters from 67-21-2 to 70-22-3; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 10%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp & White
STAAR achievement by student group	Increase ELAR passing rate of SPED students by 10% to meet or exceed average achievement by special populations on lowest performing STAAR EOC test
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%; decrease current rate by 2% from 16% to 15%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			AMARILLO								
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			81.0%	B	Not Rated	Not Rated	Not Rated	D	IR2	IR1	MET ALT	MET ALT
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	65%	57%	35%	41%		56%	56%	48%	31%	48%
		% Meets	22%	22%	14%	18%		16%	19%			
		% Masters	4%	2%	4%	2%		2%	2%			
		% Pass SPED	58%	46%	27%	18%		27%	36%	37%	8%	19%
		% Pass EB/EL	60%	33%	-	15%		0%	25%	-	0%	25%
	ELAR	% Approaches	43%	49%	24%	37%		43%	45%	35%	20%	48%
		% Meets	18%	22%	8%	19%		13%	16%			
		% Masters	0%	0%	2%	1%		0%	1%			
		% Pass SPED	36%	41%	16%	11%		11%	28%	23%	0%	23%
		% Pass LEP	67%	0%	-	0%		0%	0%	-	0%	0%
	Math	% Approaches	69%	38%	19%	27%		49%	37%	54%	30%	17%
		% Meets	6%	7%	4%	8%		2%	2%			
		% Masters	0%	0%	2%	4%		0%	0%			
		% Pass SPED	43%	33%	8%	-		10%	17%	45%	22%	0%
		% Pass LEP	0%	-	-	-		-	100%	-	0%	-
	Science	% Approaches	78%	71%	47%	67%		72%	69%	71%	41%	35%
		% Meets	11%	16%	6%	25%		20%	14%			
		% Masters	0%	0%	6%	0%		4%	0%			
		% Pass SPED	80%	40%	55%	-		33%	67%	64%	0%	0%
		% Pass LEP	100%	-	-	-		-	-	-	0%	-
	Social Studies	% Approaches	100%	84%	65%	46%		83%	77%	63%	53%	66%
		% Meets	44%	43%	41%	20%		33%	33%			
		% Masters	12%	11%	11%	3%		6%	7%			
		% Pass SPED	100%	75%	44%	13%		62%	53%	25%	20%	30%
		% Pass LEP	-	-	-	-		-	-	-	-	67%
	Rel Perf	STAAR Retester Passing	51.0%	43.0%								
	Growth	English II and Algebra I EOCs	46.0%	44.0%	41.0%			20.0%	37.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	50.0%	25.0%	100.0%	50.0%		0.0%	-			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	71.0%	43.2%	20.0%	12.1%	12.0%	16.7%	11.3%			
		% College Ready	54.5%	27.0%	8.6%	3.0%	2.0%	15.3%	11.3%			
		% TSI (Both ELA & Math)	52.0%	24.3%	8.6%	3.0%	2.0%	11.1%	9.0%			
		% AP/IB Exam	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%	2.0%			
		% Dual Course Credit	2.0%	2.7%	0.0%	0.0%	0.0%	5.6%	0.0%			
		% Industry-Based Certfications	25.0%	13.5%	2.9%	0.0%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% SPED w/Advanced Degree Plan	7.0%	10.8%	8.6%	9.1%	4.0%	1.4%	-			
	Graduates Prior Year	% 4-Year ALL	62.5%	40.0%	42.4%	57.0%	66.9%	55.1%	58.6%			
		% 4-Year SPED	100.0%	53.3%	25.0%	53.8%	60.0%	50.0%				
		% 4-Year EB/EL	100.0%	-	-	-	-	0.0%				
		% 5-Year ALL	51.5%	41.3%	53.7%	64.6%	56.7%	54.2%	58.2%			
		% 5-Year SPED	57.1%	22.2%	46.7%	50.0%	54.5%	-				
		% 5-Year EB/EL	50.0%	-	-	-	-	-				
		% 6-Year ALL	50.0%	45.4%	64.6%	57.1%	-	62.9%	76.3%			
		% 6-Year SPED	33.3%	33.3%	50.0%	54.5%	-	-				
		% 6-Year EB/EL	0.0%	-	-	-	-	-				
TAPR	Enrollment	# Enrollment ALL	122	151	182	141	176	156	205	148	200	169
		# Enrollment SPED	29	28	34	27	31	23	33	17	22	18
		# Enrollment EB/EL	2	5	3	5	2	1	2	0	0	0
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	20	32	60	21	39	30	22	43	42	28
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	47	50	52	50	51	42	57	47	43	51
		# Enrollment Grade 11	33	41	41	36	47	56	63	40	68	53
		# Enrollment Grade 12	22	28	29	34	41	28	63	18	47	37
		# Enrollment Afr Amr	10	15	12	13	17	12	11	12	9	13
		# Enrollment Hisp	60	63	70	62	69	64	93	48	67	63
		# Enrollment White	41	68	89	61	86	78	92	82	120	90
		# Enrollment Female	55	79	93	70	86					
		# Enrollment Male	67	72	89	71	92					
		# Enrollment Eco-Dis AEA ≥ 75%	81	98	173	103	150	123	176	113	143	111
		% ADA ALL	24-25 TAPR	72.9%	72.8%	75.1%	89.1%	85.5%	84.5%	83.8%	76.6%	82.6%
		% ADA SPED	24-25 TAPR	72.5%	71.3%	78.9%	89.6%	88.4%	84.9%	87.6%	78.9%	85.8%
		% ADA EB/EL	24-25 TAPR	72.1%	-	-	-	-	-	-	-	-
		% Dropout ALL	24-25 TAPR	20.4%	25.6%	27.6%	16.3%	13.2%	17.2%	16.5%	22.3%	11.0%
		% Dropout SPED	24-25 TAPR	15.6%	26.1%	22.5%	17.0%	5.7%	24.5%	9.8%	20.0%	8.1%
		% Dropout EB/EL	24-25 TAPR	0.0%	0.0%	50.0%	-	-	33.3%	-	-	-
		% Mobility	24-25 TAPR	69.7%	72.7%	70.4%	67.0%	57.4%	71.9%	76.0%	71.9%	67.2%
	Teaching Staff	# Average Years Experience	11.9	11.3	10.5	11.1	8.1	8.9	4.1	5.7	9.2	9.3
		# Average Years Exp w/ District	2.2	2.7	3.1	4.1	3.0	3.0	2.2	3.0	2.1	3.8
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 32%, mid-B rating by increasing Approaches, Meets, Masters from 65-22-4 to 70-23-4; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 10%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp & White
STAAR achievement by student group	Increase ELAR passing rate of SPED students by 10% to regain regression from prior year on one of lowest performing STAAR EOC tests
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			PASADENA									
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			82.0%	B	C	Not Rated	Not Rated	F	IR1	MET ALT		
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	55%	51%	46%	39%		47%	36%	38%		
		% Meets	13%	16%	13%	11%		11%	5%			
		% Masters	4%	2%	1%	1%		0%	0%			
		% Pass SPED	41%	29%	23%	12%		29%	12%	0%		
		% Pass EB/EL	41%	39%	42%	24%		38%	10%	17%		
	ELAR	% Approaches	41%	41%	32%	41%		37%	24%	22%		
		% Meets	13%	15%	10%	19%		7%	4%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	29%	13%	8%	0%		24%	6%	0%		
		% Pass LEP	22%	29%	29%	30%		34%	4%	0%		
	Math	% Approaches	47%	54%	55%	24%		35%	35%	27%		
		% Meets	0%	5%	10%	0%		3%	0%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	20%	67%	-	-		0%	43%	-		
		% Pass LEP	67%	50%	71%	11%		13%	17%	0%		
	Science	% Approaches	67%	50%	60%	15%		67%	33%	40%		
		% Meets	11%	8%	20%	0%		8%	0%			
		% Masters	0%	0%	0%	0%		0%	0%			
		% Pass SPED	57%	29%	-	-		67%	0%	-		
		% Pass LEP	57%	45%	67%	14%		50%	25%	0%		
	Social Studies	% Approaches	90%	78%	62%	55%		69%	67%	75%		
		% Meets	19%	36%	16%	19%		25%	16%			
		% Masters	16%	9%	3%	3%		2%	0%			
		% Pass SPED	80%	40%	33%	50%		50%	0%	-		
		% Pass LEP	75%	56%	33%	25%		58%	17%	75%		
	Rel Perf	STAAR Retester Passing	42.0%	40.0%								
	Growth	English II and Algebra I EOCs	46.0%	46.0%	70.0%			18.0% (2-yr Agg)	15.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	27.0%	40.0%	8.0%	0.0%		14.0%	25.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	100.0%	88.5%	34.6%	14.7%	8.7%	4.3%	0.0%			
		% College Ready	100.0%	46.2%	11.5%	8.8%	1.9%	4.3%	0.0%			
		% TSI (Both ELA & Math)	96.0%	46.2%	0.0%	5.9%	1.9%	0.0%	0.0%			
		% AP/IB Exam	0.0%	0.0%	7.7%	5.9%	1.9%	0.0%	0.0%			
		% Dual Course Credit	0.0%	3.8%	3.8%	0.0%	1.9%	4.3%	0.0%			
		% Industry-Based Certfications	4.0%	50.0%	19.2%	2.9%	0.0%	0.0%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%			
		% SPED w/Advanced Degree Plan	12.0%	3.8%	7.7%	2.9%	1.9%	0.0%	-			
	Graduates Prior Year	% 4-Year ALL	90.6%	31.7%	47.9%	57.5%	-	38.8%	62.9%			
		% 4-Year SPED	40.0%	50.0%	70.0%	47.1%	-	-				
		% 4-Year EB/EL	40.0%	26.7%	45.5%	55.6%	-	-				
		% 5-Year ALL	43.6%	29.2%	43.6%	-	-	30.6%	52.6%			
		% 5-Year SPED	66.7%	40.0%	20.0%	-	-	-				
		% 5-Year EB/EL	29.4%	36.4%	15.8%	-	-	-				
		% 6-Year ALL	41.9%	35.1%	-	-	-	27.3%				
		% 6-Year SPED	50.0%	18.8%	-	-	-	-				
		% 6-Year EB/EL	40.0%	15.8%	-	-	-	-				
TAPR	Enrollment	# Enrollment ALL	127	142	116	196	169	158	197	67		
		# Enrollment SPED	11	12	20	22	24	18	13	1		
		# Enrollment EB/EL	17	34	16	41	28	19	19	10		
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	19	41	26	41	34	19	55	52		
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	43	46	35	63	44	50	67	13		
		# Enrollment Grade 11	30	34	31	47	49	45	56	0		
		# Enrollment Grade 12	35	21	24	45	42	44	19	2		
		# Enrollment Afr Amr	5	12	7	6	6	3	5	1		
		# Enrollment Hisp	114	119	106	181	156	136	184	62		
		# Enrollment White	7	8	3	8	6	19	8	4		
		# Enrollment Female	66	81	65	114	97					
		# Enrollment Male	61	61	51	82	72					
		# Enrollment Eco-Dis AEA ≥ 75%	92	102	114	193	169	144	184	66		
		% ADA ALL	24-25 TAPR	73.1%	72.5%	67.4%	89.9%	82.0%	75.2%	79.9%		
		% ADA SPED	24-25 TAPR	78.7%	79.3%	72.7%	91.8%	86.2%	68.3%	-		
		% ADA EB/EL	24-25 TAPR	70.4%	77.8%	66.4%	92.0%	81.6%	76.6%	82.1%		
		% Dropout ALL	24-25 TAPR	31.1%	29.8%	37.7%	19.2%	12.2%	35.5%	33.9%		
		% Dropout SPED	24-25 TAPR	30.8%	34.8%	31.0%	19.4%	4.0%	50.0%	30.8%		
		% Dropout EB/EL	24-25 TAPR	42.5%	31.6%	46.7%	12.5%	13.2%	25.0%	35.5%		
		% Mobility	24-25 TAPR	71.4%	75.1%	73.5%	68.2%	70.5%	75.9%	95.9%		
	Teaching Staff	# Average Years Experience	10.4	13.1	10.8	9.5	7.1	7.8	8.0			
		# Average Years Exp w/ District	2.6	2.5	3.4	3.2	2.5	1.4	8.0			
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 26%, mid-C rating by increasing Approaches, Meets, Masters from 55-13-4 to 60-14-4; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 5%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp only
STAAR achievement by student group	Increase ELAR passing rate of EB students by 20% to regain regression from prior year on one of lowest performing STAAR EOC tests (n/a SPED Math w/one-third EB ELAR)
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY & TAPR YEAR-OVER-YEAR *(CNA Part 3 of 3)*			MIDLAND SOUTH									
			2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
			77.0%	C	C	Not Rated	Not Rated	F	IR2	IR1		
Accountability STAAR EOC Results Snapshot Date Students	All	% Approaches	57%	42%	46%	40%		32%	31%	17%		
		% Meets	17%	13%	11%	11%		8%	6%			
		% Masters	2%	2%	1%	2%		0%	0%			
		% Pass SPED	35%	10%	17%	14%		11%	15%	0%		
		% Pass EB/EL	28%	41%	34%	19%		10%	27%	9%		
	ELAR	% Approaches	40%	32%	40%	33%		25%	25%	15%		
		% Meets	18%	17%	15%	10%		8%	3%			
		% Masters	1%	2%	1%	0%		0%	0%			
		% Pass SPED	8%	5%	11%	0%		8%	22%	0%		
		% Pass LEP	8%	26%	29%	11%		10%	30%	11%		
	Math	% Approaches	63%	27%	38%	18%		8%	23%	18%		
		% Meets	2%	4%	3%	3%		2%	2%			
		% Masters	0%	2%	0%	0%		0%	0%			
		% Pass SPED	50%	11%	-	-		0%	11%	0%		
		% Pass LEP	38%	29%	50%	-		0%	0%	0%		
	Science	% Approaches	68%	57%	50%	56%		54%	32%	9%		
		% Meets	11%	9%	6%	14%		6%	3%			
		% Masters	0%	5%	0%	2%		0%	0%			
		% Pass SPED	67%	17%	-	-		0%	0%	0%		
		% Pass LEP	43%	71%	29%	29%		0%	0%	0%		
	Social Studies	% Approaches	89%	68%	65%	61%		49%	51%	23%		
		% Meets	23%	15%	16%	19%		15%	17%			
		% Masters	7%	2%	5%	10%		2%	0%			
		% Pass SPED	67%	20%	-	-		33%	0%	-		
		% Pass LEP	71%	67%	40%	-		25%	33%	13%		
	Rel Perf	STAAR Retester Passing	39.0%	28.0%								
	Growth	English II and Algebra I EOCs	46.0%	47.0%	79.0%			14.0%	32.0%			
	ELP	TELPAS Progress (adv 2 of 4 Domains)	0.0%	9.0%	25.0%	40.0%		0.0%	40.0%			
Accountability Graduate Results (TAPR)	CCMR Prior Year Graduates	% ALL	72.0%	36.7%	5.9%	0.0%	8.8%	26.5%	0.0%			
		% College Ready	66.7%	30.0%	0.0%	0.0%	0.0%	2.9%	0.0%			
		% TSI (Both ELA & Math)	62.0%	26.7%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% AP/IB Exam	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	0.0%			
		% Dual Course Credit	3.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%			
		% Industry-Based Certfications	0.0%	3.3%	0.0%	0.0%	0.0%	8.8%	0.0%			
		% SPED Grads (Code 5 or 55)	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	0.0%			
		% SPED w/Advanced Degree Plan	10.0%	3.3%	5.9%	0.0%	5.9%	8.8%	-			
	Graduates Prior Year	% 4-Year ALL	50.7%	30.3%	43.6%	30.8%	-	50.0%	61.7%			
		% 4-Year SPED	100.0%	40.0%	-	50.0%	-	-				
		% 4-Year EB/EL	33.3%	12.5%	0.0%	28.6%	-	-				
		% 5-Year ALL	43.5%	27.4%	12.9%	-	-	31.0%	70.0%			
		% 5-Year SPED	40.0%	40.0%	16.7%	-	-	-				
		% 5-Year EB/EL	40.0%	0.0%	0.0%	-	-	-				
		% 6-Year ALL	29.2%	14.5%	-	-	-	60.0%	66.7%			
		% 6-Year SPED	40.0%	16.7%	-	-	-	-				
		% 6-Year EB/EL	0.0%	0.0%	-	-	-	-				
TAPR	Enrollment	# Enrollment ALL	126	145	144	159	161	135	181	80		
		# Enrollment SPED	18	15	10	15	16	9	16	3		
		# Enrollment EB/EL	14	12	16	14	9	6	2	2		
		# Enrollment Grade 9 AEA ≥ 60% Age 16=	32	40	29	53	41	32	48	32		
		# Enrollment Grade 10 AEA ≥ 60% Age 16+	37	53	58	52	52	51	56	25		
		# Enrollment Grade 11	25	35	36	27	40	34	54	9		
		# Enrollment Grade 12	32	17	21	29	29	18	23	14		
		# Enrollment Afr Amr	3	5	8	8	7	4	15	8		
		# Enrollment Hisp	102	109	101	116	108	87	111	60		
		# Enrollment White	20	29	34	35	46	44	52	9		
		# Enrollment Female	57	68	81	85	87					
		# Enrollment Male	69	77	63	76	75					
		# Enrollment Eco-Dis AEA ≥ 75%	68	93	134	100	92	88	93	59		
		% ADA ALL	24-25 TAPR	81.3%	72.1%	61.0%	85.6%	81.8%	80.1%	79.3%		
		% ADA SPED	24-25 TAPR	87.1%	84.1%	63.0%	90.3%	86.1%	85.2%	-		
		% ADA EB/EL	24-25 TAPR	80.9%	70.7%	59.3%	86.7%	85.6%	87.1%	77.6%		
		% Dropout ALL	24-25 TAPR	21.9%	30.7%	27.3%	17.7%	18.6%	23.6%	33.1%		
		% Dropout SPED	24-25 TAPR	5.9%	23.8%	29.4%	13.0%	6.7%	15.4%	11.1%		
		% Dropout EB/EL	24-25 TAPR	21.1%	36.4%	33.3%	15.8%	16.7%	28.6%	41.2%		
		% Mobility	24-25 TAPR	62.1%	69.8%	65.8%	64.0%	70.1%	75.6%	87.7%		
	Teaching Staff	# Average Years Experience	11.4	13.1	10.8	9.3	7.3	7.7	5.3			
		# Average Years Exp w/ District	3.5	3.8	4.0	4.8	3.6	2.4	2.0			
		% District Turnover	43.6%	48.3%	25.3%	34.8%	44.6%	55.5%	55.9%	46.2%	57.4%	83.3%

Needs Analysis 24-25 SY	
STAAR achievement	Increase raw score by 2% to 27%, mid-C rating by increasing Approaches, Meets, Masters from 57-17-2 to 60-18-2; Equity Gap identified between Afr Amr & White students
STAAR achievement by subject	Increase ELAR passing rate by 10%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp only
STAAR achievement by student group	Increase ELAR passing rate of SPED students by 20% to regain regression from prior year on one of lowest performing STAAR EOC tests
Results Drive Accountability (Federal Acct)	Increase ELAR passing rate by 5% for SPED, EB, & Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, & Homeless student populations
CCMR	Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit
Dropout	Continue to decrease students identified as dropping out to achieve a rate < 20%
Graduation	Ensure 70% or more of grade 12 students graduate; SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher
School Improvement Intervention Level	Comprehensive support & improvement reidentified due to 6-yr graduation rate
24-26 SY Targeted Improvement Plan	Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

1 ATTENDANCE RATE

Average weekly attendance rate

Source: ASCENDER >Attendance >Reports >Audit >SAT2300 Student Detail Report by Campus, by Track
Parameters:
From Date: Start date of period reviewed
To Date: End date of period reviewed

Goal v. Actual								Year to Date: 8/12-8/30		
≥ 75%										
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Campus		Days Membership All Students	Days Present All Students	Attendance Rate
						District		0	0	
						Killeen				
						Odessa				
						Lubbock				
						Houston				
						Fort Worth				
						Corpus Christi				
						Amarillo				
						Pasadena				
						Midland South				

2 DROPOUTS

YTD students coded as dropping out, leaver code 98
(exclude NO SHOWS, leaver code 44)

Target: DPP 11.4%, RDA 1.8%, DVM 1.5%
Source: ASCENDER >Registration >Create Registration Report >Metric 1 and 2
Calculate: Export to Excel and sort by Reason (delete NO SHOW reason 44); resort by campus, by reason and count students, count dropouts (reason 98)

Goal v. Actual							Year to Date: 8/12-8/30		
≤ 20%			≤ 10%						
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Campus	Year to Date Enrollment	# Dropout	% Dropout
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

3 SUSPENSIONS-EXPULSIONS

YTD students coded as suspended or expelled

Source: ASCENDER >Discipline >Reports >SDS1600 Student Suspensions Expulsions
Parameters:
In-School Suspensions: N
Out-of-School Suspensions: Y
Expulsions with Educational Services: N
Expulsions without Educational Services: Y
From Action Date: Start date of period reviewed
To Action Date: End date of period reviewed
Generate PDF report to view All Reported Counts by campus

Goal v. Actual							Year to Date: 8/12-8/30		
Monitored									
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Campus	% ECO-DIS OOS + Explsn w/o Ed	% SPED OOS + Explsn w/o Ed	% EB OOS + Explsn w/o Ed
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

4 RETENTION

Goal v. Actual								Year to Date: 8/12-8/30		
≥ 60%			≥ 80%			Campus	Year to Date Enrollment	# Withdrawn Excluding Grads	% Retained
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen	0		
						Odessa	0		
						Lubbock	0		
						Houston	0		
						Fort Worth	0		
						Corpus Christi	0		
						Amarillo	0		
						Pasadena	0		
						Midland South	0		

YTD student enrollment compared to count of withdrawn students (exclude graduates - reason 01)

Source: Utilize ASCENDER report created for Metric 2
Calculate: Export to Excel and sort by campus, by reason and count all withdrawn students, excluding graduates (reason 01)

5a EXCESSIVE ABSENCES ALL

Goal v. Actual								1st 6-Weeks: 8/12-8/30		
≤ 25%						Campus	# Students Enrolled Avg	# Students w/5+ Abs	% Excessive Absences
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

Students missing FIVE or more days of instruction
Source: ASCENDER >Attendance >Reports >Membership >SAT1100 District Recap
Source: ASCENDER >Attendance >Reports >Students >SAT1200 Excessive Absence
Parameters:
Ending School Year: Current SY
Campus ID: 001 - 010
Number of Days Excessive: 5
Absence Type: B
From Date: TBD
To Date: TBD
Active Code: 1
Calculate: Select CSV and combine all campus reports (note campus IDs on combined report), sort by period 02 and 06, delete students with less than 5 abs then count students by campus; save created report to calculate Metric 5b and 5c

5b EXCESSIVE ABSENCES SPED

Goal v. Actual								1st 6-Weeks: 8/12-8/30		
≤ 25%						Campus	# SPED Enrolled	# SPED w/5+ Abs	% SPED Absences
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

SPED students missing 5 or more days of instruction

Source: Utilize ASCENDER report created for Metric 4a and combine with Create Registration Report Metric 4b and 4c to identify special student populations including SPED
Calculate: Count SPED students by campus and count SPED students with 5 or more absences

5c EXCESSIVE ABSENCES EB

Emergent Bilingual students missing 5 or more days of instruction

Source: Utilize ASCENDER report created for Metric 4a and combine with Create Registration Report Metric 4b and 4c to identify special student populations including EB
Calculate: Count EB students by campus and count EB students with 5 or more absences

Goal v. Actual							1st 6-Weeks: 8/12-8/30		
≤ 25%						Campus	# EB Enrolled	# EB w/ 5+ Abs	% EB Absences
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

6a COURSE PROGRESS ALL

All students course passing rate each 3-weeks
(excluding Edgenuity courses, TCB, and NCCER)

Source: ASCENDER >Grade Reporting >Reports >Report Cards >SGR1160 Interim Progress Report
Parameters: Enter all fields except leave Grade Level, Attendance Track, Student IDs, and Tardy Period blank
Calculate: Select CSV, sort by course (column-B), by current average (column-M and L) then count all courses and courses with current average ≥ 70%

Goal v. Actual							1st 3-Weeks: 8/12-8/30		
≥ 65%	≥ 50%		≥ 65%	≥ 50%		Campus	# Courses Graded	# Courses Pass	% Course Pass
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

6b COURSE PROGRESS SPED

SPED students course passing rate each 3-weeks
(excluding Edgenuity courses, TCB, and NCCER)

Source: ASCENDER >Grade Reporting >Reports >Report Cards >SGR1160 Interim Progress Report; select list (3 dots) for Student IDs, select Special Ed, select Retrieve, check all students on each page and then Select
Calculate: Select CSV, sort by course (column-B), by current average (column-M and L) then count all courses and courses with current average ≥ 70%
Note: Clear Student IDs before next search

Goal v. Actual							1st 3-Weeks: 8/12-8/30		
≥ 65%	≥ 50%		≥ 65%	≥ 50%		Campus	SPED # Courses Graded	SPED # Courses Pass	SPED % Course Pass
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

6c COURSE PROGRESS EB

EB students course passing rate each 3-weeks
(excluding Edgenuity courses, TCB, and NCCER)

Source: ASCENDER >Grade Reporting >Reports >Report Cards >SGR1160 Interim Progress Report; select list (3 dots) for Student IDs, select Bil/ESL, select Retrieve, check all students on each page and then Select
Calculate: Select CSV, sort by course (column-B), by current average (column-M and L) then count all courses and courses with current average ≥ 70%
Note: Clear Student IDs before next search

Goal v. Actual							1st 3-Weeks: 8/12-8/30		
≥ 65%	≥ 50%		≥ 65%	≥ 50%		Campus	EB # Courses Graded	EB # Courses Pass	EB % Course Pass
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

7a ALL COURSE COMPLETION ALL

All students course passing rate each 9-weeks

Source: ASCENDER Create Grade Reporting, Metrics Grades
Note: Select applicable Semester Option before creating report
Calculate: Export to Excel and sort by campus, by semester grade and exclude students without a grade or an incomplete then count all courses and count courses with a semester grade ≥ 70%
Pass/Fail codes:
1 Pass
2 Fail
4 No Credit Excessive Absences
9 No Credit Incomplete

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75%	≥ 65%	≥ 75%	≥ 65%	Campus	# Courses Graded	# Courses Pass	% Course Pass
4th 9-Wks	3rd 9-Wks	2nd 9-Wks	1st 9-Wks				
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

7b ALL COURSE COMPLETION SPED

SPED students course passing rate each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Sort by SPED (Primary Dis), by campus, by semester grade and exclude students without a grade or an incomplete then count all courses for SPED students and count courses for SPED students with a semester grade ≥ 70%

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75%	≥ 65%	≥ 75%	≥ 65%	Campus	SPED # Courses Graded	SPED # Courses Pass	SPED % Course Pass
4th 9-Wks	3rd 9-Wks	2nd 9-Wks	1st 9-Wks				
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

7c ALL COURSE COMPLETION EB

Emergent Bilingual students course passing rate each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Sort by EB (LEP Cd), by campus, by semester grade and exclude students without a grade or an incomplete then count all courses for EB students and count courses for EB students with a semester grade ≥ 70%

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	EB # Courses Graded	EB # Courses Pass	EB % Course Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

7d ALL COURSE COMPLETION GAP

Afr Amr and White students course passing rate each 9-weeks **ACCT Equity Plan: *Required to submit an Equity Plan to address gaps as it relates to low-income students and students of color being taught by inexperienced, out-of-field, and ineffective teachers at higher rates than other students. RMA's plan monitors course and assessment passing rates for Afr Amr & White students***

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Sort by Afr Amr (delete multi-race), by campus, by semester grade and exclude students without a grade or an incomplete then count all courses for Afr Amr students and count courses for Afr Amr students with a semester grade ≥ 70%; repeat for White students

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
<10%				Campus	Afr Amr Students % Course Pass	White Students % Course Pass	% Gap
4th 9-Wks	3rd 9-Wks	2nd 9-Wks	1st 9-Wks				
			0%	District			0%
			0%	Killeen			0%
			0%	Odessa			0%
			0%	Lubbock			0%
			0%	Houston			0%
			0%	Fort Worth			0%
			0%	Corpus Christi			0%
			0%	Amarillo			0%
			0%	Pasadena			0%
			0%	Midland South			0%

8a EOC COURSE COMPLETION ALL

All students EOC course passing rate each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Export to Excel and sort by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all EOC courses and count EOC courses with a semester grade ≥ 70%
EOC courses: ALG1, BIO, ENG1, ENG2, USH, READ 1, READ 2, READ 3, ENVIRSYS, SPTSS (So Studies), and STLNHSM (Math)

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	# EOC Courses Graded	# EOC Courses Pass	% EOC Courses Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

8b EOC COURSE COMPLETION SPED

SPED students EOC course passing rate each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Export to Excel and sort by SPED (Primary Dis), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all EOC courses for SPED students and count EOC Courses for SPED students with a semester grade ≥ 70%
EOC courses: ALG1, BIO, ENG1, ENG2, USH, READ 1, READ 2, READ 3, ENVIRSYS, SPTSSS (So Studies), and STLNHSM (Math)

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	# EOC Courses Graded	# EOC Courses Pass	% EOC Courses Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

8c EOC COURSE COMPLETION EB

Emergent Bilingual EOC course passing rate each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Export to Excel and sort by EB (LEP Cd), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all EOC courses for EB students and count EOC courses for EB students with a semester grade ≥ 70%
EOC courses: ALG1, BIO, ENG1, ENG2, USH, READ 1, READ 2, READ 3, ENVIRSYS, SPTSS (So Studies), and STLNHSM (Math)

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	# EOC Courses Graded	# EOC Courses Pass	% EOC Courses Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

9a CTE COURSE COMPLETION

All students awarded credit for one or more CTE courses each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Export to Excel and sort by CTE Hrs, by campus, by semester grade and exclude students without a grade or an incomplete then count all CTE courses and count CTE courses with a semester grade ≥ 70%

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	# CTE Courses Graded	# CTE Courses Pass	% CTE Courses Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

9b CTE COURSE COMPLETION SPED

SPED students awarded credit for one or more CTE courses each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Export to Excel and sort by SPED (Primary Dis), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all CTE courses for SPED students and count CTE courses for SPED students with a semester grade ≥ 70%

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	# CTE Courses Graded	# CTE Courses Pass	% CTE Courses Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

9c CTE COURSE COMPLETION EB

CTE students awarded credit for one or more Career/Tech courses Graded each 9-weeks

Source: Utilize ASCENDER report created for Metric 7a
Calculate: Export to Excel and sort by EB (LEP Cd), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all CTE courses for EB students and count CTE courses for EB students with a semester grade ≥ 70%

Goal v. Actual					1st 9-Weeks: 8/12-10/11		
≥ 75% 4th 9-Wks	≥ 65% 3rd 9-Wks	≥ 75% 2nd 9-Wks	≥ 65% 1st 9-Wks	Campus	# CTE Courses Graded	# CTE Courses Pass	% CTE Courses Pass
				District	0	0	
				Killeen			
				Odessa			
				Lubbock			
				Houston			
				Fort Worth			
				Corpus Christi			
				Amarillo			
				Pasadena			
				Midland South			

10a ACHIEVEMENT ALL MEETS+

State and local assessment results for ALL students at the MEETS level or above

Specific test(s) identified in date range
Source: Eduphoria - tests scoring at or above EOC MEETS passing level
Source: STAAR Summary Reports - tests scoring at or above MEETS passing level

Goal v. Actual							BOY STAAR EOC: 9/10-9/13		
≥ 15%			≥ 10%			Campus	# Tests	# Meets	% All Meets
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

10b ACHIEVEMENT ALL APPROACHES+

State and local assessment results for ALL students at the APPROACHES or above level

Specific test(s) identified in date range
Source: Eduphoria - tests scoring at or above EOC APPROACHES passing level for ALL students
Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for ALL students

Goal v. Actual							BOY STAAR EOC: 9/10-9/13			
≥ 45%			≥ 35%			Campus	# Tests	# Met	% All Approaches
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

10c ACHIEVEMENT SPED APPROACHES+

State and local assessment results for SPED students at the APPROACHES or above level

Specific test(s) identified in date range
Source: Eduphoria - tests scoring at or above EOC APPROACHES passing level for SPED students
Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for SPED students

Goal v. Actual							BOY STAAR EOC: 9/10-9/13			
≥ 45%			≥ 35%			Campus	# Tests	# Met	% SPED Approaches
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

10d ACHIEVEMENT EB APPROCHES+

State and local assessment results for Emergent Bilingual Students at the APPROACHES or above level

Specific test(s) identified in date range
Source: Eduphoria - tests scoring at or above EOC APPROACHES passing level for EB students
Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for EB students

Goal v. Actual							BOY STAAR EOC: 9/10-9/13			
≥ 45%			≥ 35%			Campus	# Tests	# Met	% EB Approaches
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	0	
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

10e ACHIEVEMENT GAP

Goal v. Actual — **BOY STAAR EOC: 9/10-9/13**

<10%						Campus	Afr Amr Students % Pass	White Students % Pass	% Gap
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District			0%
						Killeen			0%
						Odessa			0%
						Lubbock			0%
						Houston			0%
						Fort Worth			0%
						Corpus Christi			0%
						Amarillo			0%
						Pasadena			0%
						Midland South			0%

State and local assessment results for Afr Amr & White Students at the APPROACHES or above level
(ACCT Equity Plan: *TEA identified RMA as required to submit an Equity Plan to address gaps as it relates to low-income students and students of color being taught by inexperienced, out-of-field, and ineffective teachers at higher rates than other students. RMA's plan includes monitoring of course and assessment passing rates for Afr Amr and White students)*

Specific test(s) identified in date range
Source: Eduphoria - tests scoring at or above EOC
APPROACHES passing level for Afr Amr and White students
Source: STAAR Summary Reports- tests scoring at or above
APPROACHES passing level for Afr Amr and White students

11a WALKTHROUGHS

Goal v. Actual — **Week Ending: 9/13**

≥ 75%			≥ 70%			Campus	# Walks	Weekly Score	6-Week Score
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0		
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

Average score for classroom walkthroughs conducted
(minimum of one walkthrough completed weekly for all teachers)

Source: Eduphoria - Strive
Rating:
0-59 Needs Imp
60-69 Developing
70-79 Proficient
80-89 Accomplished
90-100 Distinguished

11b WALKTHROUGHS DISTANCE AT

Goal v. Actual — **Week Ending: 9/13**

≥ 75%			≥ 70%			Campus	# Walks	Weekly Score	6-Week Score
6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
						District	0	#DIV/0!	#DIV/0!
						Killeen			
						Odessa			
						Lubbock			
						Houston			
						Fort Worth			
						Corpus Christi			
						Amarillo			
						Pasadena			
						Midland South			

Average score for classroom walkthroughs conducted
(minimum of one classroom walkthrough completed weekly for all associate teachers *to provide evidence of improved academic achievement based on the SCE expenditure for staffing Distance ATs)*

Source: Eduphoria - Strive
Rating:
0-59 Needs Imp
60-69 Developing
70-79 Proficient
80-89 Accomplished
90-100 Distinguished

11c	WALKTHROUGH OBSERVED	Goal v. Actual							Week Ending: 9/13		
		≥ 75%						Campus	# Indicators	# Not Obs	% Observed
		6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
Rate of T-TESS indicators observed during classroom walkthroughs *Source: Eduphoria - Strive*								District	0	0	
								Killeen			
								Odessa			
								Lubbock			
								Houston			
								Fort Worth			
								Corpus Christi			
								Amarillo			
								Pasadena			
								Midland South			

11d	WALKTHROUGH FEEDBACK	Goal v. Actual							Week Ending: 9/13		
		≥ 70%						Campus	# Walks	# w/ Feedback	% w/ Feedback
		6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
Percentage rate of classroom walkthroughs conducted that provide constructive feedback to address areas needing improvement (subjective determination) *Source: Eduphoria - Strive*								District	0	0	
								Killeen			
								Odessa			
								Lubbock			
								Houston			
								Fort Worth			
								Corpus Christi			
								Amarillo			
								Pasadena			
								Midland South			

12	Overall Metric Rate	Goal v. Actual							Week Ending: 8/30		
		70%						Campus	# Metrics Participating	# Metrics Meeting Target	% Metrics Meeting Target
		6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks				
Percentage rate of all metrics meeting target goal for the period reviewed								District			
								Killeen			
								Odessa			
								Lubbock			
								Houston			
								Fort Worth			
								Corpus Christi			
								Amarillo			
								Pasadena			
								Midland South			

Classroom Walkthrough Indicator	Campus	6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Week Ending: 9/13								
								Weekly Score	Not Observed			Distinguished	Accomplished	Proficient	Developing	Imp Needed
									Walks	Not Obs	%					
1	Killeen															
	Odessa															
	Lubbock															
	Houston															
Lesson plan is well thought out and fully developed	Fort Worth															
Domain 1 Planning	Corpus Christi															
Dimension 1.1 Standards and Alignment	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
2	Killeen															
	Odessa															
	Lubbock															
	Houston															
Daily objectives are aligned to lesson goal and posted at the front of the classroom	Fort Worth															
Domain 1 Planning	Corpus Christi															
Dimension 1.1 Standards and Alignment	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
3	Killeen															
	Odessa															
	Lubbock															
	Houston															
Focus is placed on objective by questions asked	Fort Worth															
Domain 2 Instruction	Corpus Christi															
Dimension 2.3 Communication	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
4	Killeen															
	Odessa															
	Lubbock															
	Houston															
Procedures and routines are clear and efficient	Fort Worth															
Domain 3 Learning Environment	Corpus Christi															
Dimension 3.1 Classroom Envirnment, Routines and Procedures	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
5	Killeen															
	Odessa															
	Lubbock															
	Houston															
Students work respectfully individually and in groups	Fort Worth															
Domain 3 Learning Environment	Corpus Christi															
Dimension 3.3 Classroom Culture	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
6	Killeen															
	Odessa															
	Lubbock															
	Houston															
Monitors student behavior for engagement and understanding	Fort Worth															
Domain 2 Instruction	Corpus Christi															
Dimension 2.5 Monitor and Adjust	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0

Classroom Walkthrough Indicator	Campus	6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Week Ending: 9/13								
								Weekly Score	Not Observed			Distinguished	Accomplished	Proficient	Developing	Imp Needed
									Walks	Not Obs	%					
7	Killeen															
	Odessa															
	Lubbock															
	Houston															
ACCOMMODATIONS **Accommodations outlined in the IEP, LPAC, and/or Section 504 are utilized** External Supports	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
8	Killeen															
	Odessa															
	Lubbock															
	Houston															
Academic expectations challenge students Domain 2 Instruction Dimension 2.1 Achieving Expectations	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
9	Killeen															
	Odessa															
	Lubbock															
	Houston															
ACCOMMODATIONS **Pacing of instruction is evident** In-Class Supports	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
10	Killeen															
	Odessa															
	Lubbock															
	Houston															
Provides student opportunities to take initiative of their own learning Domain 2 Instruction Dimension 2.1 Achieving Expectations	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
11	Killeen															
	Odessa															
	Lubbock															
	Houston															
Provides opportunities for students to communicate Domain 2 Instruction Dimension 2.3 Communication	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
12	Killeen															
	Odessa															
	Lubbock															
	Houston															
Anticipates/addresses student mistakes Domain 2 Instruction Dimension 2.2 Content Knowledge and Expertise	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0

Classroom Walkthrough Indicator	Campus	6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Week Ending: 9/13								
								Weekly Score	Not Observed			Distinguished	Accomplished	Proficient	Developing	Imp Needed
									Walks	Not Obs	%					
13	Killeen															
	Odessa															
	Lubbock															
	Houston															
Uses probing questions to clarify and elaborate learning	Fort Worth															
Domain 2 Instruction	Corpus Christi															
Dimension 2.3 Communication	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
14	Killeen															
	Odessa															
	Lubbock															
	Houston															
Provides clear explanations	Fort Worth															
Domain 2 Instruction	Corpus Christi															
Dimensions 2.3 Communication	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
15	Killeen															
	Odessa															
ACCOMMODATIONS	Lubbock															
New or difficult vocabulary is clarified as needed	Houston															
In-Class Supports: Availability of Spanish English dictionaries for EB students and evidence of a visual representation of the vocabulary being utilized within the classroom such as academic vocabulary, word wall, and frayer models	Fort Worth															
	Corpus Christi															
	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
16	Killeen															
	Odessa															
	Lubbock															
	Houston															
T-TESS WALK	Fort Worth															
Adjusts instruction to address student needs	Corpus Christi															
Domain 2 Instruction	Amarillo															
Dimension 2.4 Differentiation	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
17	Killeen															
	Odessa															
	Lubbock															
	Houston															
ACCOMMODATIONS	Fort Worth															
Materials are adapted based on student need	Corpus Christi															
In-Class Supports	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
18	Killeen															
	Odessa															
	Lubbock															
	Houston															
ACCOMMODATIONS	Fort Worth															
Intervention model is implemented	Corpus Christi															
In-Class Supports	Amarillo															
	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0

Classroom Walkthrough Indicator	Campus	6th 6-Wks	5th 6-Wks	4th 6-Wks	3rd 6-Wks	2nd 6-Wks	1st 6-Wks	Week Ending: 9/13								
								Weekly Score	Not Observed			Distinguished	Accomplished	Proficient	Developing	Imp Needed
									Walks	Not Obs	%					
19	Killeen															
	Odessa															
	Lubbock															
	Houston															
T-TESS WALK	Fort Worth															
Blended Learning Model is Evident	Corpus Christi															
Domain 3 Learning Environment	Amarillo															
Dimension 3.1 Classroom Environment, Routines and Procedures	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
20	Killeen															
	Odessa															
	Lubbock															
	Houston															
T-TESS WALK	Fort Worth															
Engages all students in relevant and meaningful learning	Corpus Christi															
Domain 3 Learning Environment	Amarillo															
Dimension 3.3 Classroom Culture	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
21	Killeen															
	Odessa															
	Lubbock															
	Houston															
T-TESS WALK	Fort Worth															
Monitors quality of student participation and performance	Corpus Christi															
Domain 2 Instruction	Amarillo															
Dimension 2.4 Differentiation	Pasadena															
	Midland South															
	District								0	0		0	0	0	0	0
	Killeen								0	0		0	0	0	0	0
	Odessa								0	0		0	0	0	0	0
	Lubbock								0	0		0	0	0	0	0
	Houston								0	0		0	0	0	0	0
	Fort Worth								0	0		0	0	0	0	0
Weekly and 6-week score by campus	Corpus Christi								0	0		0	0	0	0	0
	Amarillo								0	0		0	0	0	0	0
	Pasadena								0	0		0	0	0	0	0
	Midland South								0	0		0	0	0	0	0
	District								0	0		0	0	0	0	0
	Killeen								0	0		0	0	0	0	0
	Odessa								0	0		0	0	0	0	0
	Lubbock								0	0		0	0	0	0	0
	Houston								0	0		0	0	0	0	0
Average score of T-TESS Indicators applicable to instructional differentiation (# 7, 9, 15, 16, 17, 18, and 21)	Fort Worth								0	0		0	0	0	0	0
	Corpus Christi								0	0		0	0	0	0	0
RDA evidence of impact for special student populations including SPED, BE/ESL, and Other - Homeless	Amarillo								0	0		0	0	0	0	0
	Pasadena								0	0		0	0	0	0	0
	Midland South								0	0		0	0	0	0	0
	District								0	0		0	0	0	0	0

PROGRAM EVALUATION: EVIDENCE OF IMPACT		ESSA					IDEA-B		SCE					
	Period	Student Community Liaisons	District Instructional Coordinator (100% trf T2A & T4A)	Compliance Programs	Academic Programs		SPED Associate Teachers	Contracted Services	SCE Associate Teachers	District Instructional Coordinator	District Admin	ESL Teachers	Compliance Programs	Academic Programs
Metric 1 ADA Target: ≥80%	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Metric 2 Dropouts Target: ≤10% Term 1-2 ≤20% Term 3-4	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Metric 3 Suspensions & Expulsions	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Metric 5 Excessive Abscences Target: ≤25%	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Metric 7 Course Progress Target: ≥50% Pd 1,2,4 & 5 ≥65% Pd 3 & 6	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Metric 8 Course Passing Target: ≥65% Term 1 & 3 ≥75% Term 2 & 4	1st													
	2nd													
	3rd													
	4th													
Metric 10 CTE Passing Target: ≥65% Term 1 & 3 ≥75% Term 2 & 4	1st													
	2nd													
	3rd													
	4th													
Metric 13 Test Progress Target: ≥35% Pd 1-3 ≥45% Pd 4-6	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Metric 14 Classroom Observations Target: ≥70% Pd 1-3 ≥75% Pd 4-6	1st													
	2nd													
	3rd													
	4th													
	5th													
	6th													
Overall Rate	#													
	Met													
	%													
Impact/Recommendation Considerations: • Are there appropriate materials • Are strategies implemented with fidelity • Has training been appropriate • Is there confusion														