

Dallas Independent School District

008 Justin F. Kimball High School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

By being CHAMPIONS of CHILDREN and knowing every scholar personally, we will create educational experiences that maximize social, emotional, and academic growth so that every KNIGHT graduates college and career strong.

Vision

Justin F. Kimball High School will be the model of excellence in providing exemplary educational experiences for ALL scholars and trendsetters for inclusion, equity and empowerment for all schools to emulate.

Value Statement

"W.I.N....G.O.L.D.!" "Whatever Is Necessary to Grow Our Learning Daily!"

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Comprehensive Needs Assessment

Revised/Approved: July 29, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

About Kimball

Welcome to Justin F. Kimball High School, a proud Oak Cliff institution with a rich tradition of excellence, service, and opportunity. Since opening its doors in 1958, Kimball has prepared generations of students to lead, achieve, and make a positive impact in their communities. Named after educator, lawyer, and innovator Justin Ford Kimball, our school reflects his belief in the power of education to transform lives. Today, the scarlet and navy of the Kimball Knights symbolize courage, perseverance, and pride. As Kimball Knights, we honor our legacy while embracing the future, striving each day to learn, lead, and serve with excellence.

Needs Assessment Overview

The Comprehensive Needs Assessment (CNA) for Justin F. Kimball High School was developed through the analysis of student achievement, accountability, graduation, attendance, CCMR, TELPAS, demographic, staffing, and stakeholder perception data. Campus leaders, teachers, counselors, support staff, parents, and community stakeholders reviewed multiple data sources to identify strengths, challenges, and priorities for continuous improvement.

The data indicate that Kimball has established several significant strengths. College, Career, and Military Readiness (CCMR) remains a campus success, with 73.6% of graduates meeting CCMR criteria, exceeding the district average of 72.1%. Texas College Bridge completion rates reached 95% in English Language Arts and 76% in Mathematics, providing students with additional pathways toward college readiness. Biology and Algebra I demonstrated substantial year-over-year improvement, while first-time testers in Algebra I, English I, English II, and Biology consistently outperformed retesters, indicating stronger instructional outcomes for current student cohorts.

The campus also serves a diverse and multilingual student population. Approximately 70.5% of students identify as Hispanic, 53% are Emergent Bilingual, 81% are economically disadvantaged, and 81% are identified as at-risk. These demographic characteristics create both opportunities and challenges as the campus works to ensure equitable access to rigorous instruction and postsecondary readiness opportunities.

Despite improvement in several academic areas, student achievement and growth remain priorities. The campus earned a School Progress score of 81 but an Academic Growth score of 57, indicating that many students are not making sufficient annual progress. STAAR EOC performance improved in multiple content areas; however, achievement levels in English I, English II, and Algebra I remain below desired expectations, particularly among retesters. Graduation rates, attendance, and dropout prevention outcomes continue to require focused attention.

TELPAS data reveal an additional area of need. Most Emergent Bilingual students remain at the Intermediate proficiency level, and annual language growth rates remain low despite the majority of students having attended U.S. schools for six or more years. These results suggest the need for stronger academic language development, particularly in writing, and more consistent implementation of sheltered instruction across content areas.

Student perception data indicate that students value their teachers and view instructional quality positively. Pedagogical Effectiveness (80%) and Rigorous Expectations (78%) were identified as strengths. However, Engagement (64%) and Teacher-Student Relationships (73%) remain areas for improvement and may contribute to attendance challenges, academic persistence, and overall student success.

On June 5, the key elements of this plan and its supporting data were thoroughly discussed with our Comprehensive Needs Assessment (CNA) committee. To ensure a well-rounded

perspective, the campus also conducted a SWOT analysis to identify our internal strengths and weaknesses alongside external opportunities and threats. This collaborative review allowed committee members to evaluate the data critically and ensure that the strategic goals of the plan directly align with our campus's most pressing needs.

Executive Summary: 2025–2026 Performance Objectives & Strategies Review

An analysis of the Campus Improvement Plan for Justin F. Kimball High School reveals targeted progress, critical alignment shifts, and areas requiring strategic refinement.

Alignment Adjustments: Recalibrating Goal 3

A primary structural update involves **Goal 3**, which originally focused on state assessments in reading and writing for eighth-grade students. Because these metrics relate to middle school performance, campus leadership determined that all of its underlying performance objectives, strategies, and contents will be **moved and adapted to Goals 4 and 5** for the upcoming academic cycle to maintain a strict high school operational focus.

Key Performance Area Summaries

- **Literacy & Core Content (Formerly Goal 3):** Under Performance Objective 1, efforts to address Lexile and writing deficiencies yielded mixed results. The campus explicitly **discontinued** its contract for SUMMIT K12 instructional software. However, structured English I and II intervention systems showed **moderate progress**, while expanded teacher professional learning opportunities through PLCs achieved **considerable progress**. For Performance Objective 2, strategies built around TEKS data tracking, reading/writing strategies for ECR/SCR questions, and tutoring consistently earned **considerable progress** evaluations by June. Notably, the campus successfully marked its investment in AVID training as **accomplished**.
- **Mathematics Mastery (Goal 4):** Mathematics objectives aimed to substantially improve Algebra I performance. The deployment of Sirius Education Solutions software to combat learning loss and adapt to new STAAR formatting resulted in **moderate progress**. In contrast, the acquisition of instructional materials, technology, and data instruments stalled out, marking **no progress** during the final June evaluation. The math department also **discontinued** its use of SUMMIT K12 software.
- **College, Career, and Military Readiness (Goal 5):** Initiatives aimed at boosting college readiness saw strong traction, with senior enrollment in fall College Preparation courses driving **considerable progress**. Structured recruitment and monitoring systems for Dual Credit courses also performed steadily, tracking at **moderate progress**. Student monitoring systems for grades 9–11 made a dramatic turnaround, jumping from "no progress" early in the year to **considerable progress** in June as credit audits took hold. However, specialized professional development and recruitment initiatives for Personal Financial Literacy courses recorded **no progress** across all evaluation intervals.

Next Steps & Recommendations

Moving into the next school year, the campus recommends that almost all active math and postsecondary readiness objectives be **modified and carried forward**. By restructuring the displaced elements from Goal 3 into appropriate high school frameworks, administrators can narrow their focus to lagging indicators—such as financial literacy and math resource procurement—while scaling successful professional development models.

Based on the findings of this needs assessment, the campus identified the following priority areas for 2026-2027:

1. Increase Academic Growth across all student groups.
2. Improve STAAR EOC performance, particularly in English I, English II, and Algebra I.
3. Increase graduation rates and reduce dropout risk factors.
4. Improve attendance and student engagement.
5. Accelerate Emergent Bilingual language acquisition and TELPAS growth.
6. Strengthen achievement outcomes for students receiving Special Education services.
7. Expand TSI attainment and college readiness indicators.
8. Increase participation and success in advanced academic opportunities.
9. Strengthen instructional consistency through data-driven PLCs and intervention systems.
10. Expand family engagement and bilingual communication systems.

These priorities will guide the development of the Campus Improvement Plan and the allocation of resources to ensure that all Kimball students graduate prepared for college, careers, and military service.

Demographics

Demographics Summary

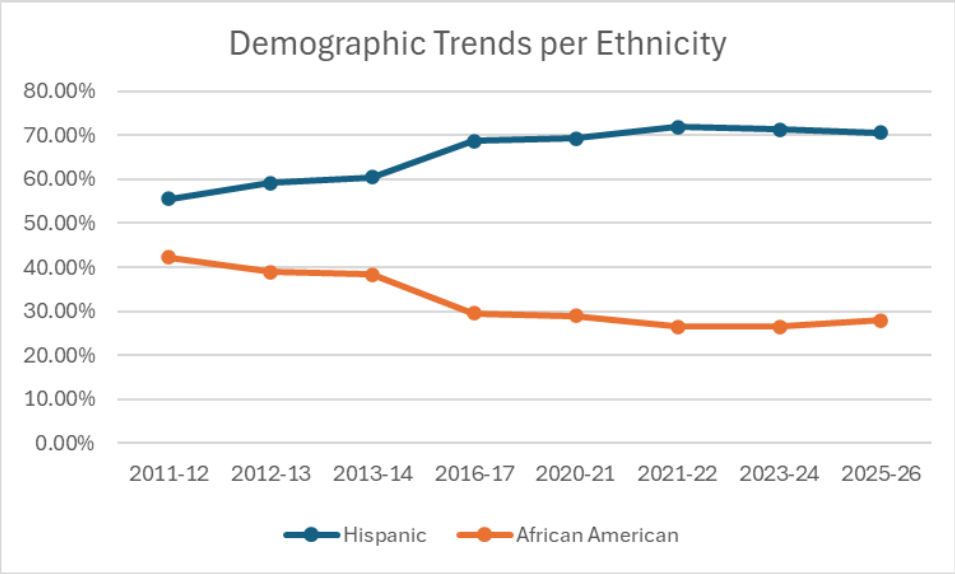
Student Demographics

Justin F. Kimball High School serves 1,134 students in grades 9–12. The student population is predominantly Hispanic (70.7%) and African American (27.9%). The campus serves a high-needs population, with 81.5% of students identified as economically disadvantaged, approximately 81% classified as at-risk, 53% identified as Emergent Bilingual students, and 16.8% receiving Special Education services. 91.6% of our Early Bilingual students are enrolled ESL of which 66.9% receive Sheltered instruction (Source:MyData Portal, 6/1/2026). These demographic characteristics highlight the need for targeted academic interventions, language acquisition supports, ESL instruction, culturally responsive instructional practices, and social-emotional supports to ensure equitable outcomes for all student groups.

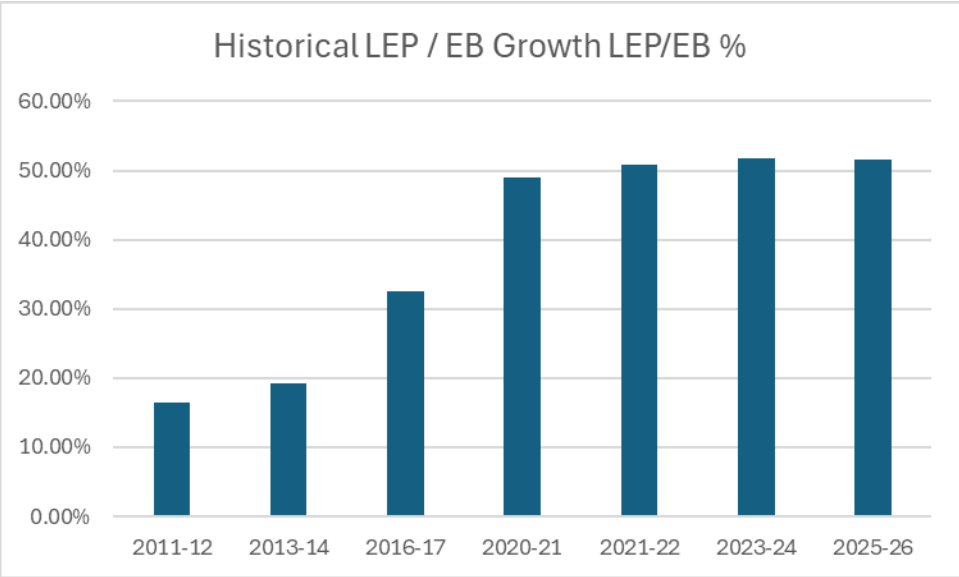
Grade	Ethnicity/Race (%)								
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
09	313	1 (0.3)	84 (26.8)	227 (72.5)	0 (0.0)	1 (0.3)	0 (0.0)	0 (0.0)	0 (0.0)
10	282	1 (0.4)	72 (25.5)	202 (71.6)	2 (0.7)	0 (0.0)	0 (0.0)	5 (1.8)	0 (0.0)
11	250	1 (0.4)	65 (26.0)	181 (72.4)	0 (0.0)	0 (0.0)	0 (0.0)	3 (1.2)	0 (0.0)
12	289	1 (0.3)	95 (32.9)	190 (65.7)	0 (0.0)	0 (0.0)	0 (0.0)	3 (1.0)	0 (0.0)
All	1134	4 (0.4)	316 (27.9)	800 (70.5)	2 (0.2)	1 (0.1)	0 (0.0)	11 (1.0)	0 (0.0)

Source: MyDataPortal, 6/1/2026

Kimball has transformed from a majority-Hispanic school (56% Hispanic in 2011) into a heavily Hispanic campus (70.5% Hispanic today), while simultaneously becoming increasingly multilingual, economically disadvantaged, and academically diverse. The most significant demographic shift is the rapid growth of Emergent Bilingual (EB) students, which has tripled since 2011 and now represents over half of the student population. At the same time, the campus continues to serve a large At-Risk population while maintaining relatively stable Special Education enrollment and growing TAG participation (Source:Data Packets 2011-2025 and MyData Portal, 6/1/2026). As a result, there is an increased need for bilingual communication with families, a stronger need for culturally responsive instruction, an increased demand for Spanish-speaking staff, and a greater emphasis on EB supports and sheltered instruction. Kimball experienced a 5% increase in the number of students identified to be at risk since 2011 (76.3%) to 2026 (81%). Since the pandemic four out of every five students are At-Risk. This data also suggests an increasing need for bilingual communication in schools.



Source: Data Packets 2011-2025 and MyData Portal, 6/1/2026



Source: Data Packets 2011-2025 and MyData Portal, 6/1/2026

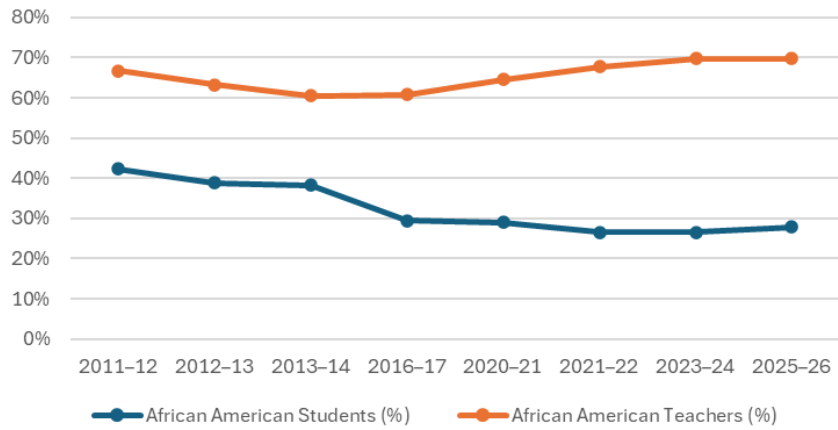
While the students' Hispanic population experienced a rapid growth in the last 15 years, teacher demographics did not mirror that increase. As of 6/1/2026 for every percent of Hispanic students, there is a matching percent of African American educators (Source: Data Packets 2011-2025 and MyData Portal, 6/1/2026)

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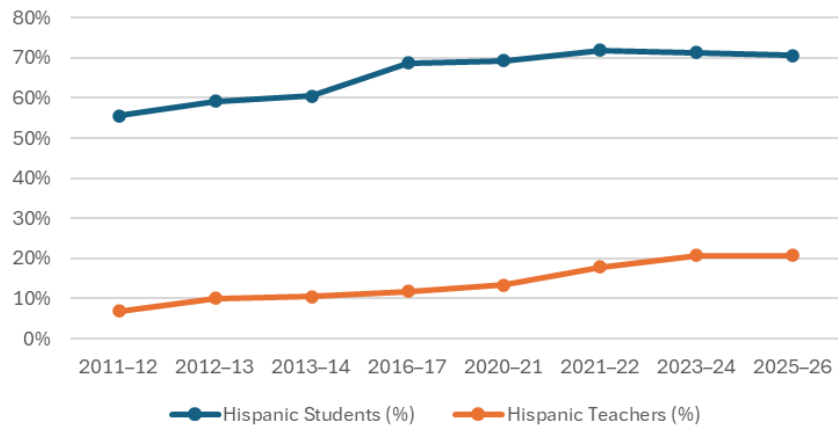
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African-American Teacher/Student demographic

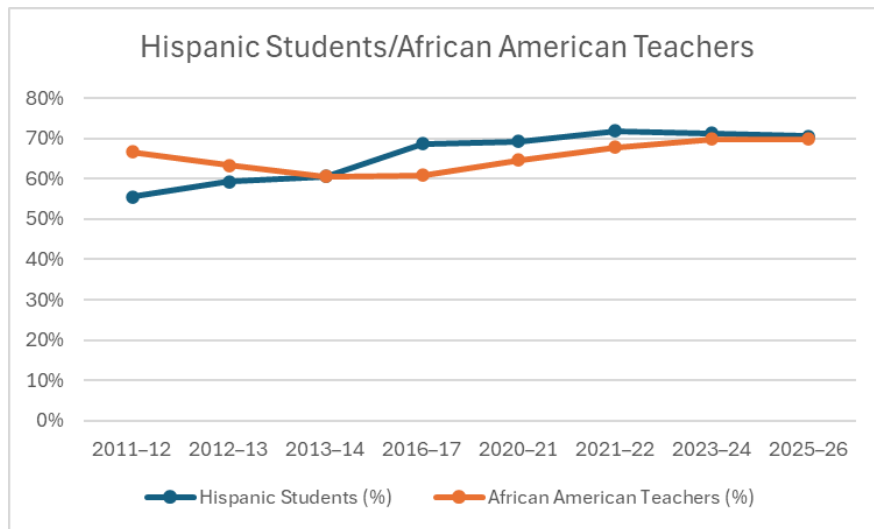


Source: Data Packets 2011-2025 and MyData Portal, 6/1/2026

Hispanic Teacher/Student Demographic



Source: Data Packets 2011-2025 and MyData Portal, 6/1/2026

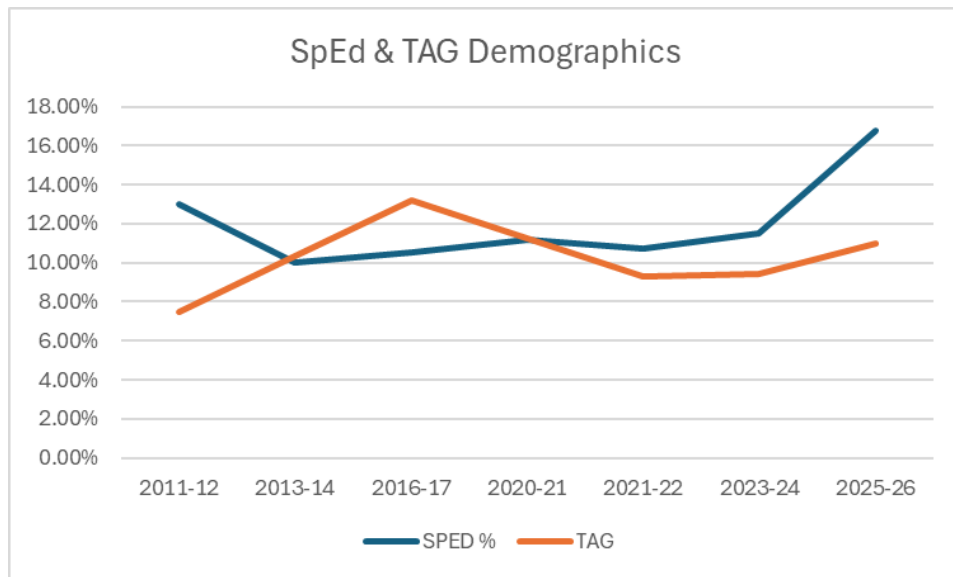


Source: Data Packets 2011-2025 and MyData Portal, 6/1/2026

Kimball experienced a 5% increase in the number of students identified to be at risk since 2011 (76.3%) to 2026 (81%). Since the pandemic four out of every five students are At-Risk. Our campus will continue to emphasize the following systems:

- Freshman On Track
- Attendance interventions
- Credit recovery
- Seniors On Track
- Postsecondary readiness

Our Special Education population decreased from 13% to 10.7% in the periods of 2011-2021 and then increased to a 16.8% (2026). Likewise, the number of Gifted and Talented students has recovered after the pandemic and shows a 2-point increase from a 9.3% to an 11% in 2026.



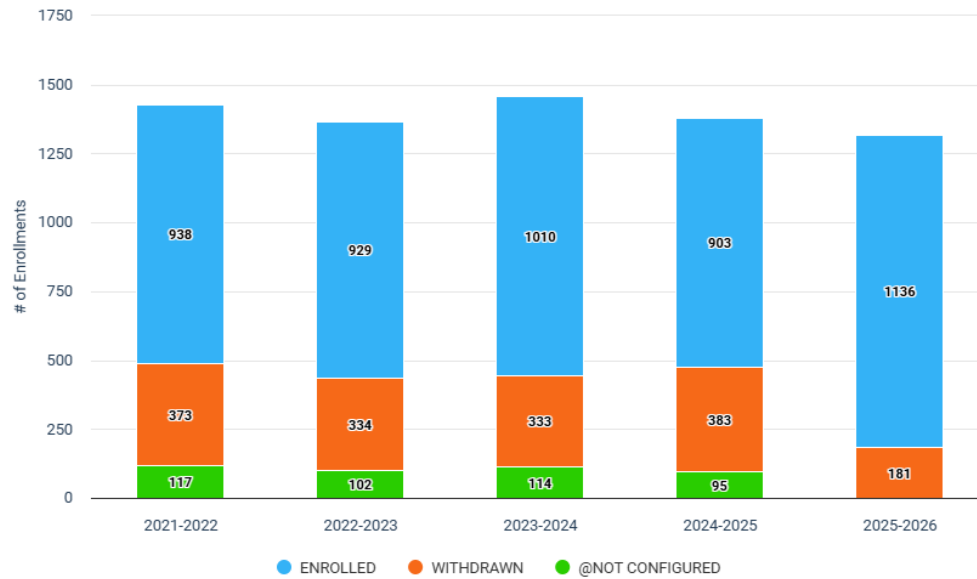
Student Enrollment and Withdrawal Trends

The campus experienced a significant improvement in student retention and dropout prevention during the 2025–2026 school year. While total enrollment remained relatively stable compared to previous years, the combined number of students identified as withdrawn or not configured decreased substantially from 478 students in 2024–2025 to 181 students in 2025–2026, representing a reduction of approximately 62%. This marks the lowest combined withdrawal/dropout count in the five-year period and reflects a major improvement in student tracking and enrollment verification practices.

A key factor contributing to this success was the implementation of more rigorous systems to identify students who had transferred to other educational settings. Campus staff conducted systematic follow-up with students and families to verify enrollment in receiving schools, collaborated with district and state systems to confirm transfers, and performed home visits when necessary to locate students whose enrollment status was unclear. These efforts helped ensure that students who had legitimately transferred were accurately documented rather than remaining classified as dropouts.

The data suggest that strengthened enrollment reconciliation processes, proactive student outreach, and targeted home visitation efforts significantly improved the accuracy of withdrawal coding and reduced the number of students classified as dropouts. Continued implementation of these practices will be critical to sustaining improvements in graduation outcomes, accountability measures, and overall student persistence.

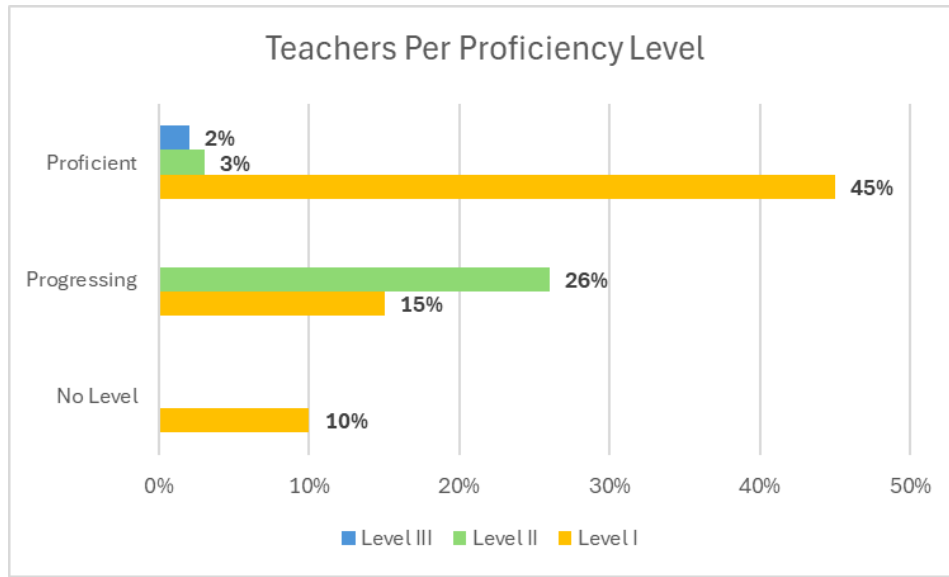
The number of students enrolled and exited over the years.



Source: PowerSchool Analytics, 6/10/2026

Faculty & Staff Demographics

As of 6/1/2026, 50% of our teacher population are proficient teachers, while teachers within their first year of experience in DISD are 10%. 40% of our teachers are Progressing (Source: TEI Reports 6/1/2026)



Source: TEI Dashboard, 6/4/2026

Kimball High School employs **84.3 full-time teachers** and **113.2 full-time staff members**, maintaining a student-to-teacher ratio of **13.9:1**, which provides favorable conditions for individualized student support and intervention. The average teacher salary is **\$64,907**, supporting the recruitment and retention of qualified educators.

Staff experience data indicate that **64.7% of teachers have 10 years or less of experience**, including **40.6% with 1–5 years of experience** and **24.1% with 6–10 years of experience**. While this provides opportunities to build instructional capacity and implement new initiatives, it also highlights the importance of ongoing coaching, PLC support, and instructional monitoring to ensure consistent implementation of high-quality Tier I instruction across classrooms.

The teaching staff is predominantly **African American (71.4%)**, followed by **Hispanic (18.4%)** and **White (7.8%)** educators. The staff demographics closely reflect the cultural and linguistic backgrounds of many students, creating opportunities to strengthen relationships, student engagement, and culturally responsive instructional practices. Continued investment in professional learning, instructional coaching, and leadership development will be essential to support teacher effectiveness and improve student outcomes across accountability indicators.



Staff Information 2024-25

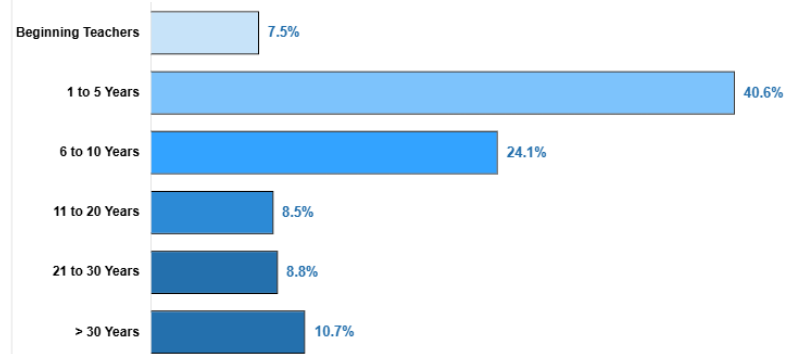
Number of Students Per Teacher
13.9

Number of Full-time Staff
113.2

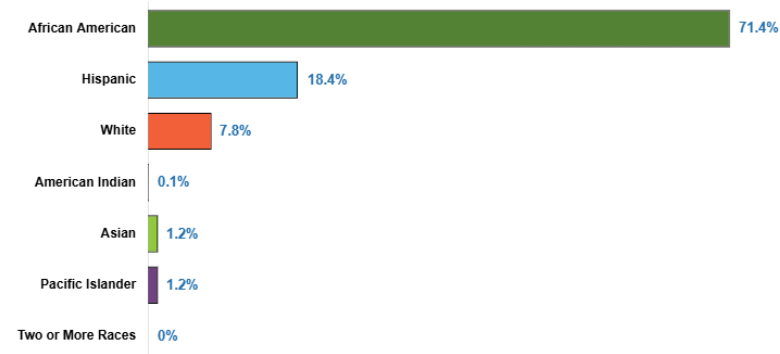
Number of Full-time Teachers
84.3

Average Teacher Salary
\$64,907

Teachers by Years of Experience



Teachers by Race/Ethnicity



2025 Data as of 6/9/2026

Source: TxSchools.org,

Demographics Strengths

Strength 1: Diverse Multilingual Student Population

Kimball serves a diverse student population, with 70.5% Hispanic students and 53% Emergent Bilingual students, creating a strong multilingual and multicultural learning community.

Strength 2: Expanded Support for Emergent Bilingual Students

The campus has successfully expanded services to support a growing Emergent Bilingual population, which has increased from approximately 17% in 2011 to more than 50% today.

Strength 3: Comprehensive Support for Diverse Learners

Kimball provides services for a broad range of learners, including approximately 16.8% Special Education students and 11% TAG students, ensuring access to both intervention and advanced academic opportunities.

Strength 4: Stable and Experienced Teaching Workforce

The campus maintains a stable and experienced staff with competitive salaries across experience levels, supporting instructional continuity and student success.

Strength 5: Strong Investment in Classroom Instruction

Instructional staff represent approximately 61% of campus personnel, demonstrating a strong commitment to direct student learning and academic support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Approximately 81% of students are economically disadvantaged and 81% are identified as at-risk, contributing to persistent academic, attendance, and graduation challenges across student groups.

Root Cause: High rates of economic disadvantage create barriers to attendance, engagement, and academic success. Many students enter high school with existing attendance, credit, and academic risk factors. Family, employment, and social responsibilities reduce student engagement and persistence toward graduation.

Problem Statement 2: The percentage of students receiving Special Education services has increased to approximately 16.8%, creating a greater demand for specialized instructional supports and inclusion services.

Root Cause: Growth in Special Education enrollment has increased service and staffing demands.

Problem Statement 3: The linguistic diversity of the student population exceeds the linguistic diversity of the teaching staff, limiting access to bilingual supports for students and families.

Root Cause: Recruitment and retention of bilingual educators have not kept pace with student demographic changes.

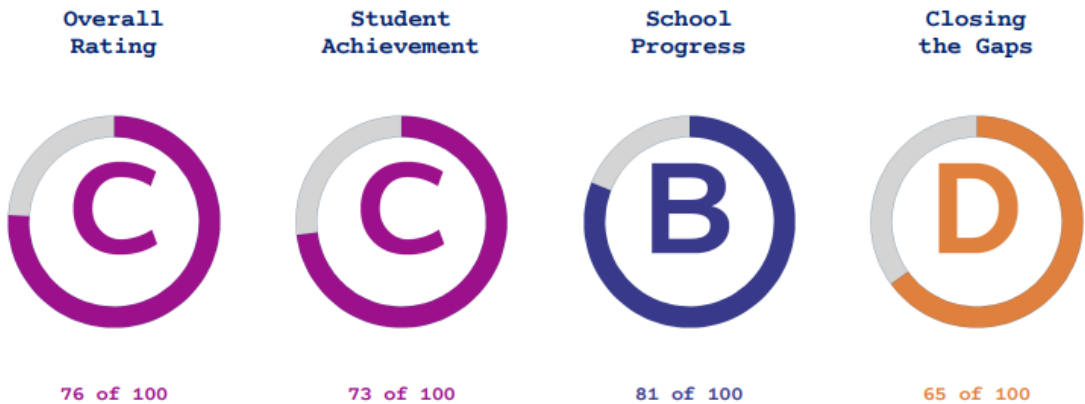
Student Learning

Student Learning Summary

Student performance data indicate areas of strength in College, Career, and Military Readiness (CCMR), while academic achievement, attendance, graduation outcomes, and student growth continue to be areas for improvement. The campus earned an overall accountability rating of 76 (C), with a Student Achievement score of 73 (C) and School Progress score of 81 (B). Academic Growth remains a significant concern, earning a score of 57 (F). These data indicate that while students are making progress relative to comparable campuses, overall achievement and growth performance require continued improvement efforts.

Overall Performance Details

This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.



Texas Education Agency 2025 School Report Card

Student achievement data from STAAR End-of-Course (EOC) assessments show ongoing challenges in English I, English II, Algebra I, Biology, and U.S. History performance. Campus benchmark and local assessment data demonstrate the need for stronger Tier I instruction, intervention systems, and progress monitoring to increase the percentage of students performing at Meets and Master's Grade Level standards.

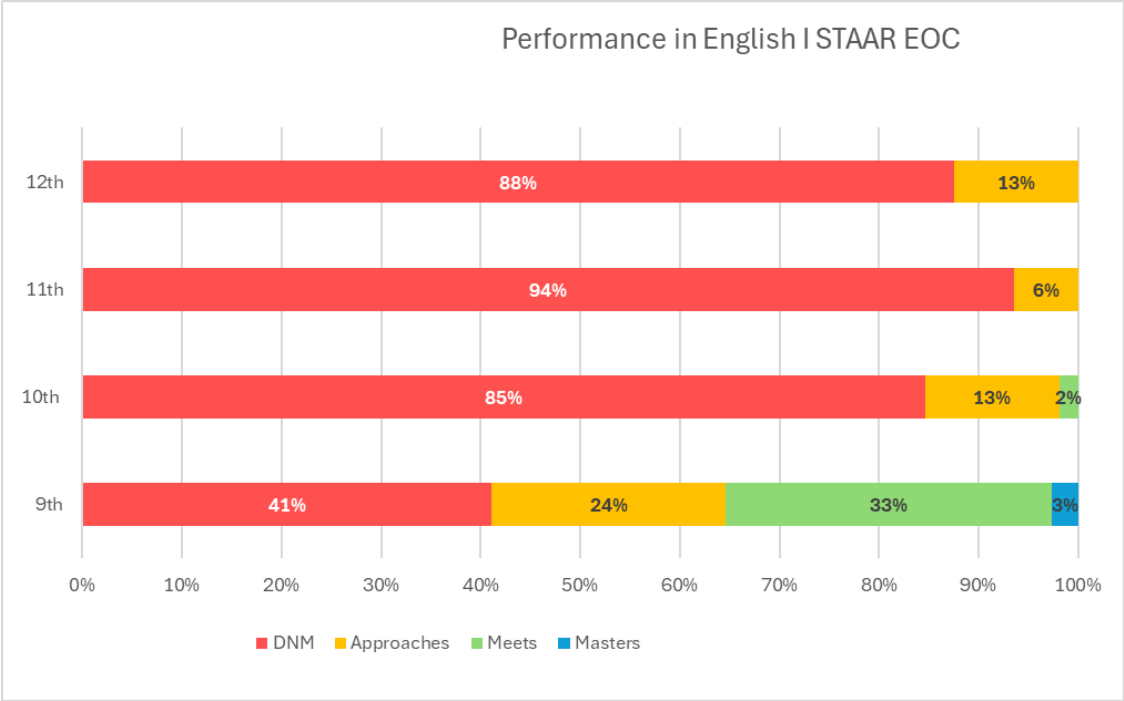
Justin F. Kimball High School did not earn any Texas Education Agency (TEA) Distinction Designations during the 2024–2025 accountability cycle. This indicates that, while the campus demonstrated strengths in selected performance areas, its outcomes did not rank among the highest-performing campuses in comparison groups used to award distinction recognitions (Source: TxSchools.org, 2025).

English Language Arts (Source: MyDataPortal, STAAR Preliminary Data 2024 & 2025)

English I showed meaningful improvement in overall student performance from 2025 to 2026. The percentage of students performing at **Approaches Grade Level or above** increased from 37.3% to 46.1%, a gain of **8.8 percentage points**, while the percentage of students scoring **Meets Grade Level or above** increased from 20.8% to 26.0%, a gain of **5.2 percentage points**. At the same time, the percentage of students scoring **Did Not Meet Grade Level** decreased from 62.7% to 53.9%, an improvement of **8.8 percentage**

points. These gains contributed to an increase in the projected Domain 1 scale score from the mid-50s to approximately 70, moving the program from an **F performance level to a C performance level**.

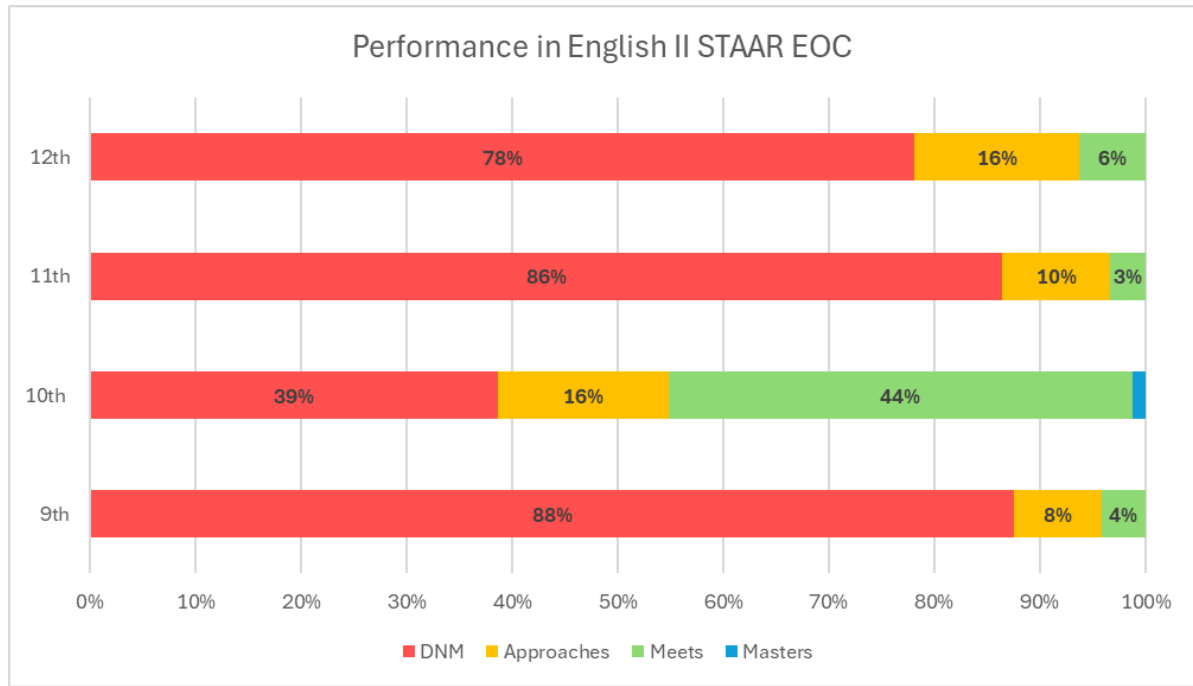
Performance patterns by grade level indicate that current ninth-grade students significantly outperformed retesters. Among ninth graders, **59% achieved Approaches Grade Level or above**, including **33% at Meets Grade Level**, demonstrating that first-time English I instruction is producing stronger results. In contrast, retesters in grades 10–12 continued to struggle, with **85% to 94% remaining at Did Not Meet Grade Level** and very few students reaching Meets Grade Level. These results suggest that while core English I instruction has improved substantially, a more structured intervention system is needed to address persistent learning gaps among retesters and students who do not meet standards on their first attempt.



Source: MyDataPortal, STAAR EOC Spring 2026 Early Results

English II demonstrated positive growth from 2025 to 2026. The percentage of students performing at **Approaches Grade Level or above increased from 42.6% to 46.6%**, a gain of **4.0 percentage points**, while the percentage of students achieving **Meets Grade Level or above increased from 26.9% to 32.0%**, a gain of **5.1 percentage points**. Additionally, the percentage of students scoring **Did Not Meet Grade Level decreased from 57.4% to 53.4%**, reflecting continued progress toward higher levels of student achievement. These gains contributed to an increase in the projected Domain 1 scale score from the mid-50s to approximately 70, moving the program from an **F performance level to a C performance level**.

Performance by grade level indicates that current tenth-grade students significantly outperformed all other groups. Since English II is primarily a tenth-grade assessment, the tenth-grade cohort provides the clearest picture of the effectiveness of first-time instruction. Among tenth graders, **61% achieved Approaches Grade Level or above**, including **44% at Meets Grade Level** and **1% at Masters Grade Level**, demonstrating strong mastery of grade-level standards. In contrast, students taking English II in grades 11 and 12, who are primarily retesters, continued to struggle, with **86% and 78%**, respectively, remaining at Did Not Meet Grade Level. Similarly, most ninth graders taking English II were students who had been retained and also demonstrated low performance levels. These results suggest that core English II instruction is producing positive outcomes for first-time testers, while students who do not meet standards on their initial attempt require a more structured intervention and recovery system to address persistent literacy gaps and improve EOC success rates.

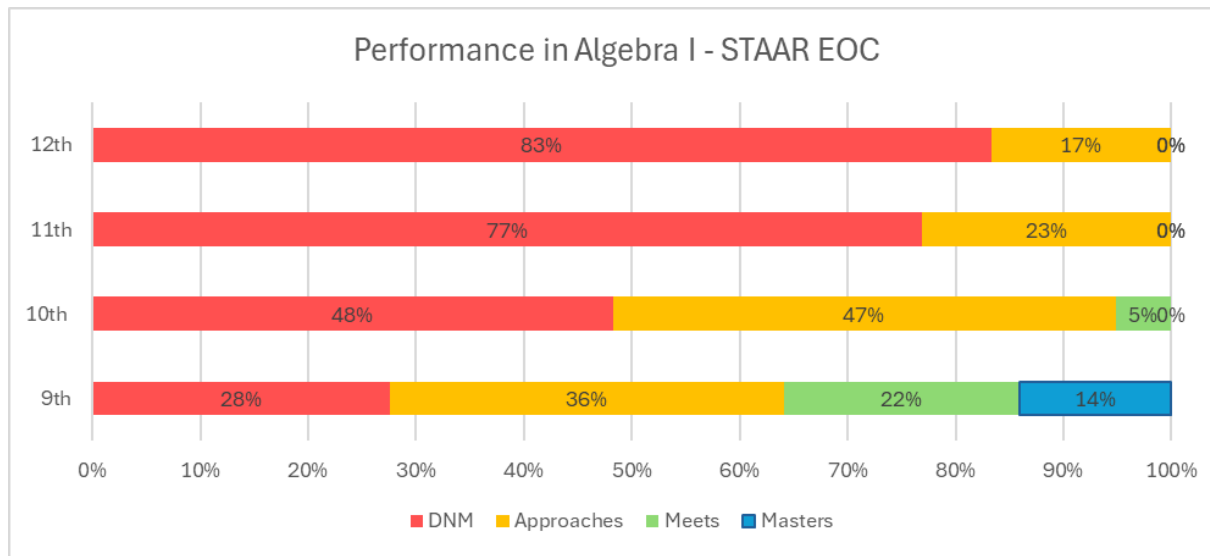


Source: MyDataPortal, STAAR EOC Sprinc 2026 Early Results

Algebra I (Source:MyDataPortal, STAAR Preliminary Data 2024 & 2025)

Algebra I performance demonstrates a strong ninth-grade instructional program but highlights significant challenges with retesters. Among current ninth-grade students, **72% achieved Approaches Grade Level or above**, including **22% at Meets Grade Level** and **14% at Masters Grade Level**, indicating that most students are successfully accessing grade-level content during their first attempt. However, performance declines substantially among retesters. In tenth grade, only **5% reached Meets Grade Level** and none achieved Masters, while **48% remained at Did Not Meet Grade Level**. Results are even lower for eleventh- and twelfth-grade retesters, where **77% and 83%**, respectively, remained at Did Not Meet Grade Level. These data suggest that while initial Algebra I instruction is producing positive outcomes for current ninth-grade students, students who do not pass on their first attempt are not receiving sufficient targeted intervention to close learning gaps and successfully exit the retester pipeline.

These gains contributed to an increase in the projected Domain 1 scale score from the mid-50s to approximately 74, moving the program from a **D performance level to a C performance level**.

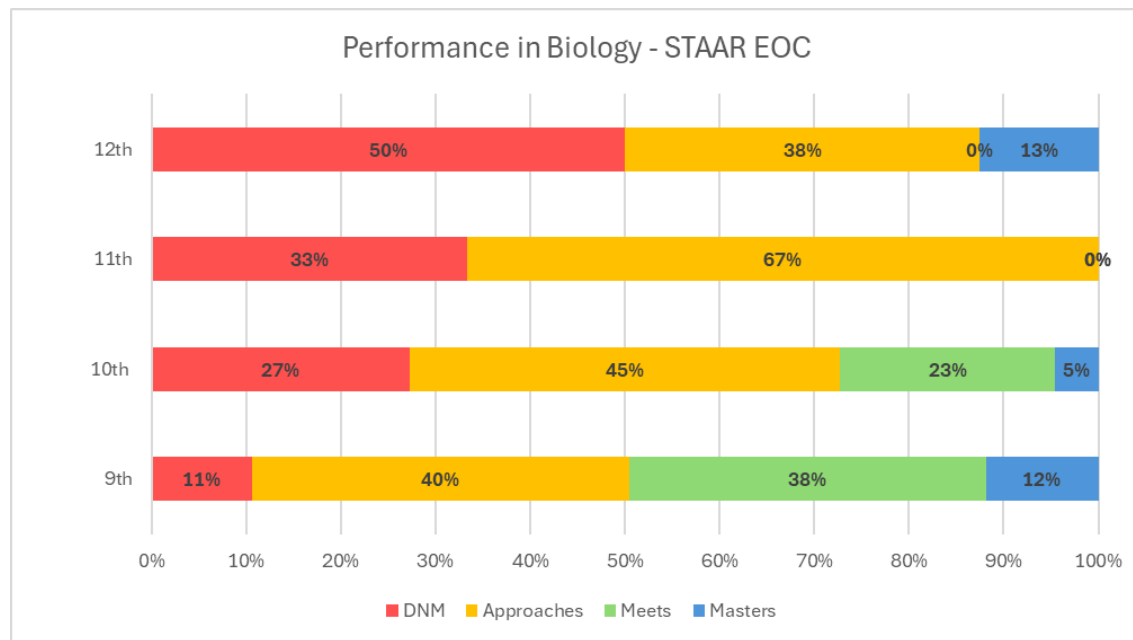


Source: MyDataPortal, STAAR EOC Sprinc 2026 Early Results

Biology (Source: MyDataPortal, STAAR Preliminary Data 2024 & 2025)

Biology demonstrated strong overall performance and significant growth from 2025 to 2026. The percentage of students performing at **Approaches Grade Level or above increased from 77.5% to 86.4%**, a gain of **8.9 percentage points**. Performance at **Meets Grade Level or above increased from 37.5% to 45.7%**, representing a gain of **8.2 percentage points**, while **Masters Grade Level increased from 3.4% to 11.1%**, a gain of **7.7 percentage points**. Additionally, the percentage of students scoring **Did Not Meet Grade Level decreased from 22.5% to 13.6%**, reflecting one of the largest reductions among all tested subjects. These results indicate that Biology was one of the campus's strongest-performing EOC areas and contributed substantially to overall student achievement growth. **These gains contributed to an increase in the projected Domain 1 scale score from 72 to approximately 80, moving the program from a C performance level to a B performance level.**

Performance by grade level further supports the effectiveness of first-time instruction. Among current ninth-grade students, **89% achieved Approaches Grade Level or above**, including **38% at Meets Grade Level** and **12% at Masters Grade Level**, demonstrating strong mastery of Biology TEKS. Tenth-grade students also performed well, with **73% achieving Approaches Grade Level or above** and **28% reaching Meets or Masters Grade Level**. Although performance declined among eleventh- and twelfth-grade students, who are primarily retesters, a majority still achieved Approaches Grade Level or above. These results suggest that Biology instruction is effectively preparing first-time testers for success while maintaining stronger outcomes for retesters than those observed in English I, English II, and Algebra I. Continued focus on rigorous instruction and targeted support for remaining non-passing students will be essential to sustain and expand these gains.



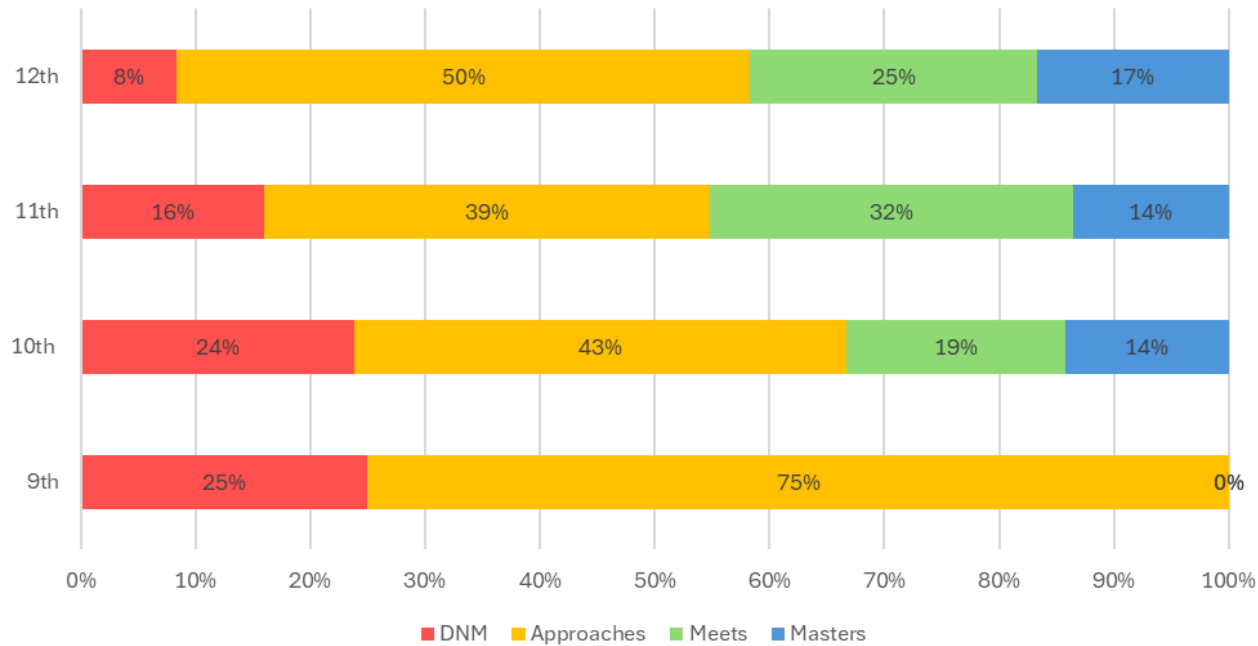
Source: MyDataPortal, STAAR EOC Spring 2026 Early Results

U.S. History (Source: MyDataPortal, STAAR Preliminary Data 2024 & 2025)

U.S. History remained the campus's highest-performing EOC assessment, maintaining strong achievement levels despite a slight decline from the previous year. The percentage of students performing at **Approaches Grade Level or above decreased slightly from 85.0% in 2025 to 83.5% in 2026**, while **Meets Grade Level or above declined from 43.8% to 43.2%**. Performance at the **Masters Grade Level decreased from 16.5% to 13.6%**, and the percentage of students scoring **Did Not Meet Grade Level increased modestly from 15.0% to 16.5%**. Although these results represent small declines, overall performance remained strong, with more than four out of five students meeting at least the Approaches standard and more than two out of five students achieving Meets Grade Level or above. **These decrease affected the projected Domain 1 scale score from 79 to approximately 80, moving the program from a A performance level to a B performance level.**

Performance by grade level reflects the cumulative nature of the course and the maturity of upper-grade students. Twelfth-grade students demonstrated the strongest results, with **92% achieving Approaches Grade Level or above**, including **25% at Meets Grade Level** and **17% at Masters Grade Level**. Eleventh-grade students also performed well, with **84% achieving Approaches Grade Level or above** and **46% reaching Meets or Masters Grade Level**. Tenth-grade students maintained solid performance, with **76% achieving Approaches Grade Level or above**. Ninth-grade students who tested represented a very small and atypical group and should not be considered representative of the overall U.S. History program. Overall, the data indicate that U.S. History continues to be a campus strength; however, attention should be given to reversing the slight decline in Meets and Masters performance to ensure students continue progressing into the highest achievement levels.

Performance US History - STAAR EOC



Source: MyDataPortal, STAAR EOC Spring 2026 Early

Results

STAAR ALT2 - Source: STAAR Alt2 Early Results

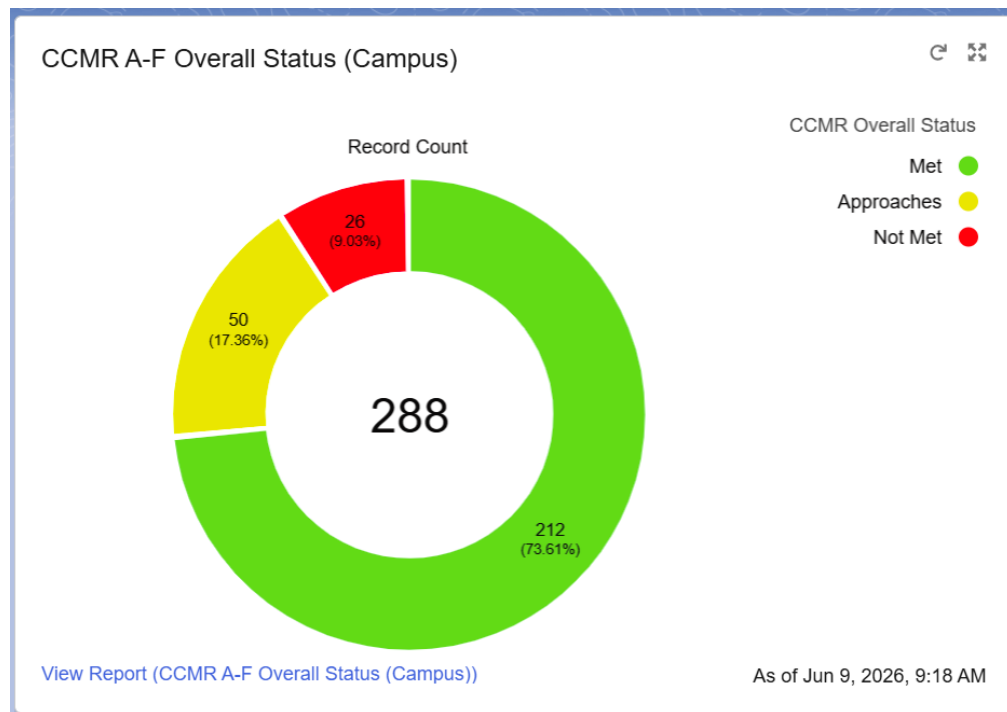
Students participating in STAAR Alternate 2 demonstrated strong performance across all tested content areas during the 2024–2025 school year. Of the 62 assessments administered, 96.8% met the Satisfactory performance level and 80.6% achieved the Accomplished performance level. Performance was strongest in Biology and English I, where 92.9% of students achieved the Accomplished standard. Algebra I also demonstrated strong results, with 100% of students meeting the Satisfactory standard and 69.2% achieving the Accomplished level. These results indicate that instructional supports, accommodations, and individualized services are effectively supporting students assessed through STAAR Alternate 2.

Subject	Tested	Developing	Satisfactory+	Accomplished
Algebra I	13	0%	100%	69%
Biology	14	0%	0%	93%
English I	14	0%	0%	93%

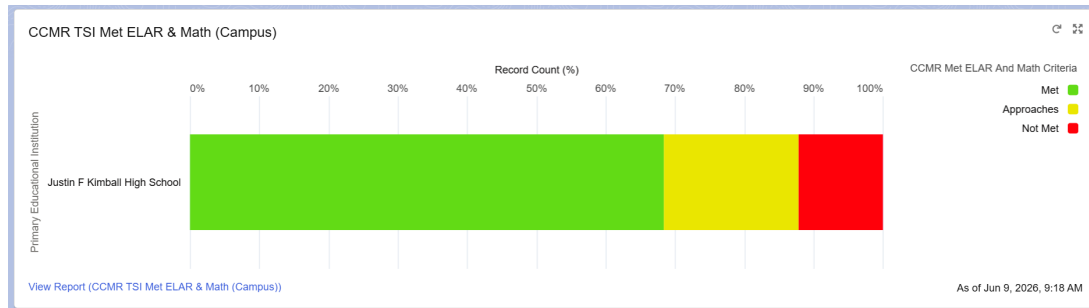
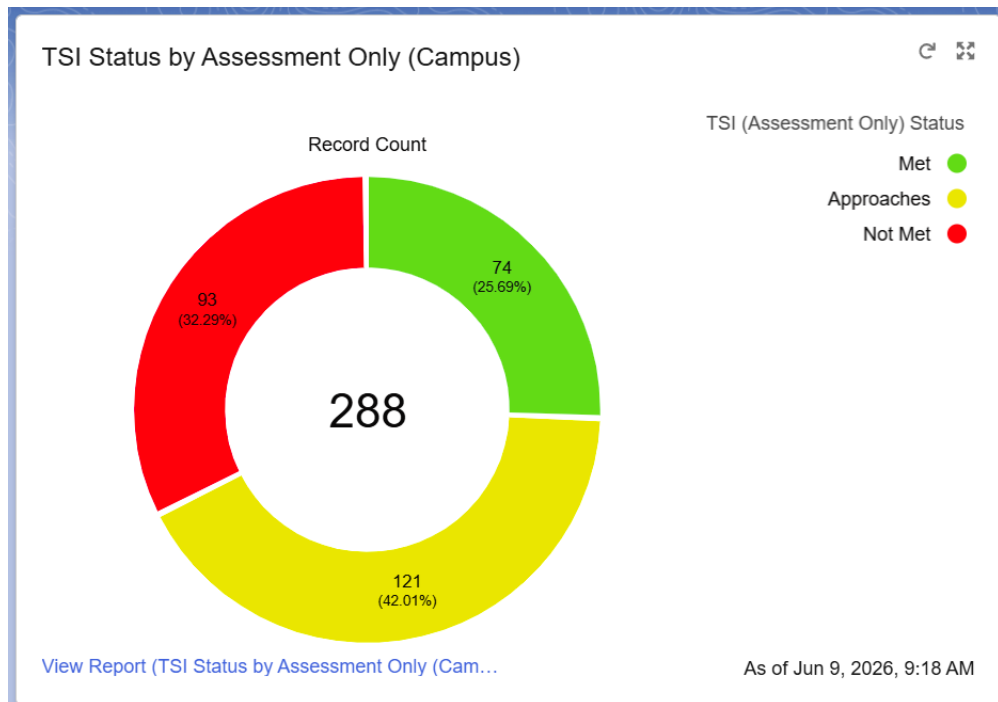
Subject	Tested	Developing	Satisfactory+	Accomplished
English II	11	9%	91%	73%
U.S. History	10	10%	91%	70%
Total	62	3%	97%	81%

College, Career, and Military Readiness (CCMR)

Current data indicate that **73.6% of graduates have met CCMR criteria**, while an additional **17.4% are at the Approaches level**, leaving only **9.0% not meeting CCMR expectations**. These results demonstrate that nearly three-fourths of graduates are exiting high school with a college, career, or military readiness indicator, positioning the campus favorably toward long-term CCMR goals.



A major contributor to this success is student performance on college readiness assessments. Data show that **67% of students have met both ELAR and Mathematics TSI criteria**, providing a strong foundation for CCMR attainment. However, assessment-only data reveal an opportunity for growth, as only **25.7% of students currently meet TSI readiness through assessments alone**, while **42.0% remain at Approaches** and **32.3% have not yet met readiness standards**. This suggests that many students are reaching CCMR through multiple pathways, including dual credit, Texas College Bridge, industry-based certifications, and other indicators, rather than through direct TSI assessment performance alone.



These data validate the campus's investments in **College Prep Courses, Texas College Bridge, Dual Credit enrollment, and CCMR monitoring systems**. The strongest opportunity for improvement lies in increasing the percentage of students who meet TSI standards earlier in their high school careers, particularly in mathematics. Expanding targeted TSI preparation, strengthening intervention systems for students at the Approaches level, and increasing student participation in college readiness assessments could move a substantial number of students from Approaches to Meets status, further increasing CCMR attainment.

CPC Mathematics – Texas College Bridge

Kimball High School has made substantial progress toward increasing College, Career, and Military Readiness (CCMR) through implementation of the Texas College Bridge Mathematics program. During the 2025–2026 school year, **187 students were enrolled**, with **98% of participants being seniors**. Current data indicate that **142 students have**

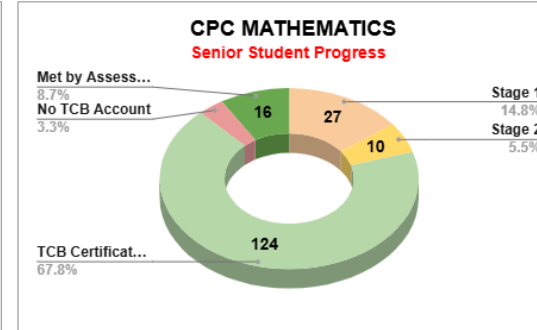
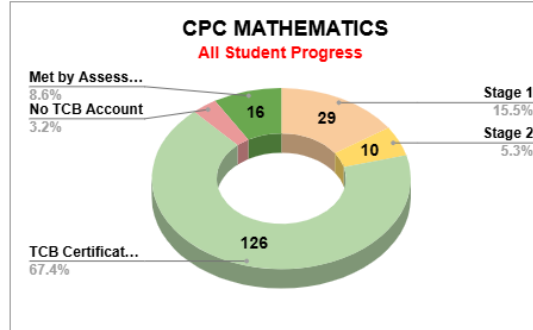
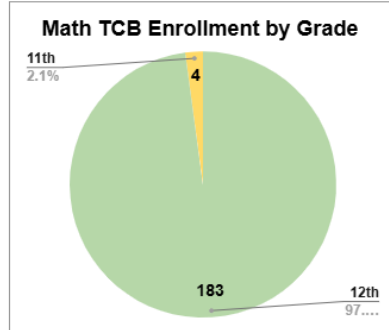
successfully completed the program requirements, resulting in a 76% completion rate. Additionally, 16 students (9%) met college readiness standards through assessment, while 126 students (67%) have earned the Texas College Bridge certificate and are progressing toward final completion requirements. These results demonstrate strong participation and persistence among seniors while expanding opportunities for students to earn a CCMR indicator through college readiness in mathematics. Continued efforts should focus on supporting students currently in Stage 1 and Stage 2 to maximize completion rates and increase the number of students earning college-ready status prior to graduation.

COURSE 6255 CPC MATHEMATICS - TEXAS COLLEGE BRIDGE

CPC MATHEMATICS - TEXAS COLLEGE BRIDGE ENROLLMENT BY GRADE LEVEL		
Grade	# of Students	Percent
12th	183	97.9%
11th	4	2.1%
10th	0	0.0%
9th	0	0.0%
Total	187	100%

CPC MATHEMATICS - TEXAS COLLEGE BRIDGE ALL STUDENT PROGRESS STATUS		
Status	# of Students	Percent
Stage 1	29	16%
Stage 2	10	5%
TCB Certificate Only	126	67%
No TCB Account	6	3%
Met by Assessment	16	9%
Completion Rate	142	76%

CPC MATHEMATICS - TEXAS COLLEGE BRIDGE SENIOR STUDENT PROGRESS STATUS		
Status	# of Students	Percent
Stage 1	27	15%
Stage 2	10	5%
TCB Certificate Only	124	68%
No TCB Account	6	3%
Met by Assessment	16	9%
Completion Rate	140	77%



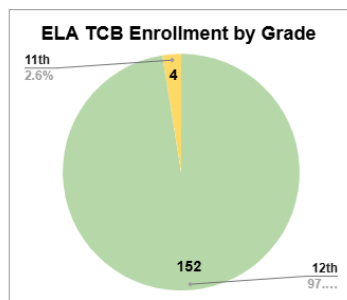
*The Powerschool roster is matched to the TCB account data by student ID. If a student has incorrectly entered the student ID or has made multiple accounts, this will affect the account data below.

CPC English Language Arts – Texas College Bridge

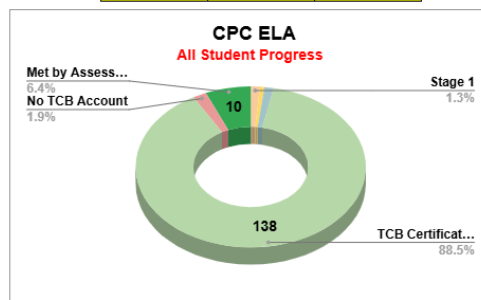
Kimball High School has demonstrated exceptional success in the Texas College Bridge English Language Arts program, significantly strengthening CCMR outcomes for graduating seniors. During the 2025–2026 school year, **156 students were enrolled**, with **97% of participants being seniors**. Current data show that **148 students have completed program requirements, resulting in a 95% completion rate**, one of the strongest CCMR outcomes on the campus. Furthermore, **10 students (6%) met college readiness standards through assessment**, while **138 students (88%) earned the Texas College Bridge certificate and are progressing toward final completion requirements**. Only a small number of students remain in Stage 1, Stage 2, or require essay completion. These results reflect a highly effective implementation of the College Bridge ELA program and demonstrate the campus's commitment to providing students with additional pathways to college readiness and CCMR attainment. Future efforts should focus on completing the remaining students in the pipeline and maintaining high participation and completion rates among future senior cohorts.

COURSE 6254 CPC ELA - TEXAS COLLEGE BRIDGE

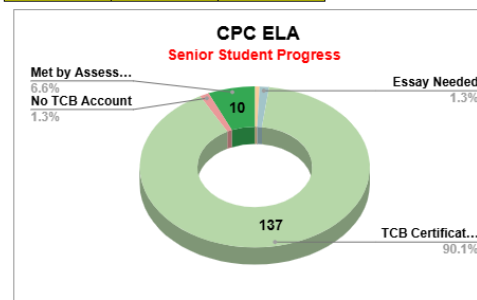
CPC ELA - TEXAS COLLEGE BRIDGE ENROLLMENT BY GRADE LEVEL		
Grade	# of Students	Percent
12th	152	97.4%
11th	4	2.6%
10th	0	0.0%
9th	0	0.0%
Total	156	100%



CPC ELA - TEXAS COLLEGE BRIDGE ALL STUDENT PROGRESS STATUS		
Status	# of Students	Percent
Stage 1	2	1%
Stage 2	1	1%
Essay Needed	2	1%
TCB Certificate Only	138	88%
No TCB Account	3	2%
Met by Assessment	10	6%
Completion Rate	148	95%



CPC ELA - TEXAS COLLEGE BRIDGE SENIOR STUDENT PROGRESS STATUS		
Status	# of Students	Percent
Stage 1	1	1%
Stage 2	0	0%
Essay Needed	2	1%
TCB Certificate Only	137	90%
No TCB Account	2	1%
Met by Assessment	10	7%
Completion Rate	147	97%



College, Career, and Military Readiness (CCMR) remains a campus strength with a CCMR score of 96. Students have access to Advanced Placement (AP), Career and Technical Education (CTE), dual-credit opportunities, SAT School Day testing, and industry-based certifications. Approximately 14.1% of students participate in advanced coursework, and nearly half of graduating students participate in SAT testing. Continued expansion of advanced academic opportunities and increased participation among underrepresented student groups remain priorities.

Students receiving Special Education services represent approximately 16.8% of the student population. Special Education performance data demonstrate a need for strengthened inclusion practices, co-teaching models, progress monitoring, and individualized supports to improve academic outcomes and graduation rates.

CCMR Comparatives - Source: Salesforce CCMR, 6/11/2026

Kimball High School's College, Career, and Military Readiness (CCMR) attainment rate of **73.6%** exceeds the Dallas ISD average of **72.3%**, demonstrating the campus's ability to prepare students for postsecondary success despite serving a student population in which approximately 81% of students are economically disadvantaged and 80% are identified as at-risk. Analysis of CCMR indicators reveals that the campus has successfully leveraged multiple pathways to readiness, particularly through **College Prep Courses** and other alternative college-ready measures.

The campus significantly outperforms the district in several key CCMR indicators. Kimball exceeds district performance by **21.0 percentage points in College Prep ELAR** and **36.4 percentage points in College Prep Mathematics**, indicating strong implementation of college-preparatory coursework for students who have not yet met college-ready benchmarks through assessments. Additionally, **68.4% of Kimball students meet both ELAR and Mathematics college-readiness criteria**, exceeding the district average by **19.8 percentage points**. The campus also surpasses district performance in students meeting **any ELAR criterion (+3.6 points)** and **any Mathematics criterion (+18.4 points)**, demonstrating success in helping students access multiple CCMR pathways.

Despite these strengths, opportunities for growth remain in assessment-based college readiness indicators. Kimball trails district performance in **SAT ELAR (-17.6 points)**, **SAT**

Mathematics (-18.5 points), ELAR TSIA2 (-4.6 points), and Mathematics TSIA2 (-9.7 points). These results suggest that while students are ultimately achieving CCMR through multiple pathways, many are not attaining college readiness through traditional assessment measures prior to graduation. Strengthening early college-readiness interventions, particularly in mathematics, may increase the number of students earning college-ready indicators before their senior year.

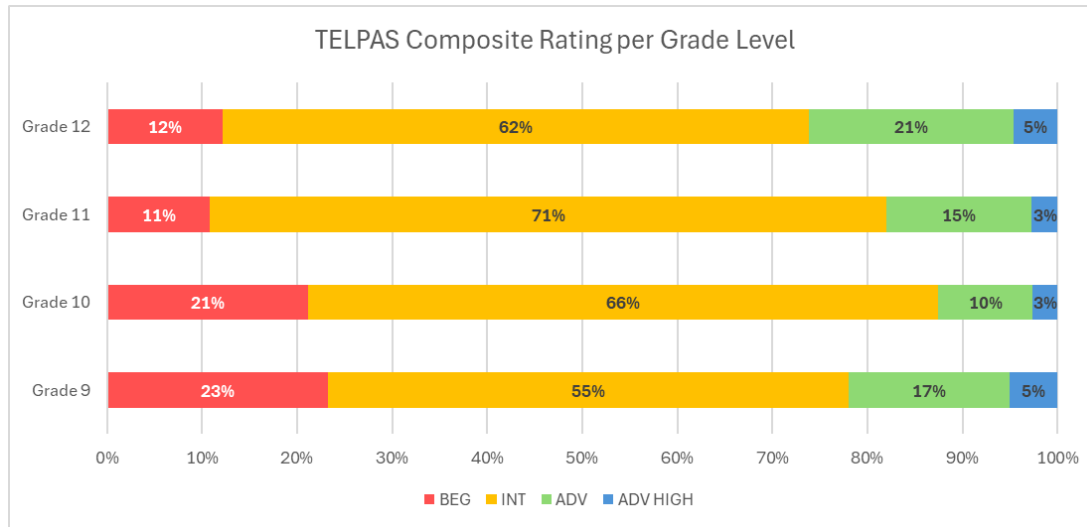
Participation in advanced postsecondary pathways also presents an opportunity for improvement. Kimball's performance in **AP/IB (-18.9 points), Dual Credit (-6.8 points), and OnRamps (-3.6 points)** falls below district averages, limiting opportunities for students to earn CCMR indicators through accelerated coursework. Expanding access to and successful completion of these advanced pathways may diversify the campus's CCMR portfolio and further increase overall readiness rates.

Overall, the data indicate that Kimball's current CCMR success is driven primarily by strong implementation of College Prep Courses and multiple alternative readiness pathways. Future improvement efforts should focus on increasing assessment-based college readiness, expanding participation in advanced academic programs, and strengthening access to accelerated postsecondary opportunities while maintaining the systems that have enabled the campus to exceed district CCMR performance.

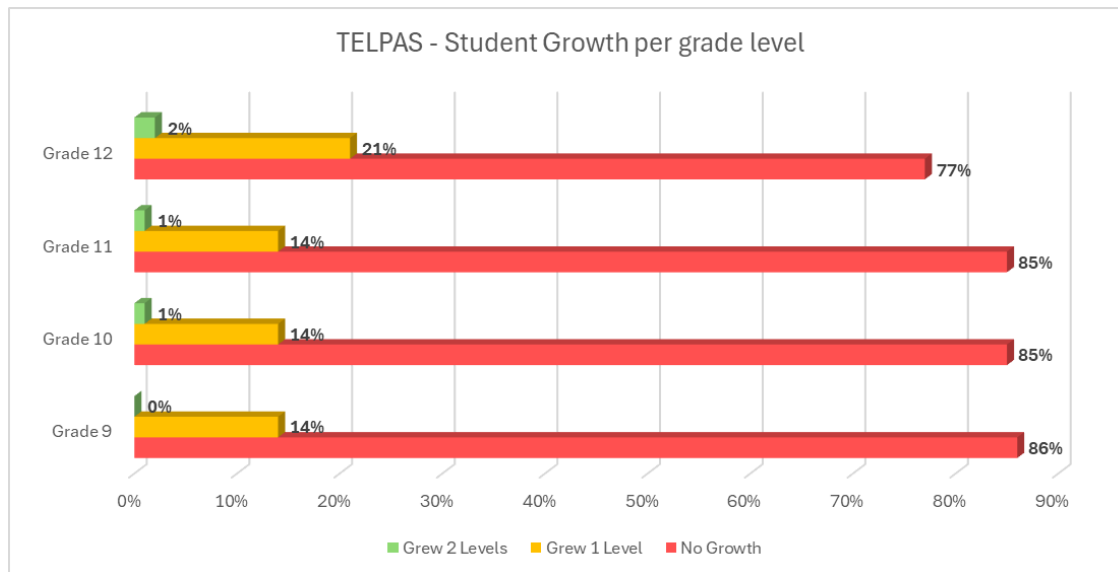
	Kimball Met %	District Met %	Gap
CCMR A-F Overall Status	73.6%	72.3%	1.3%
TSI Status by Assessment Only	25.7%	43.2%	-17.5%
TSI Met ELAR & Math	68.4%	48.6%	19.8%
ELAR SAT	19.8%	37.4%	-17.6%
Math SAT	2.1%	20.5%	-18.5%
ELAR TSIA2	25.7%	30.3%	-4.6%
Math TSIA2	29.2%	38.9%	-9.7%
College Prep ELAR	39.6%	18.6%	21.0%
College Prep Math	56.6%	20.2%	36.4%
ELAR Met Any Criteria	71.5%	68.0%	3.6%
Math Met Any Criteria	81.6%	63.2%	18.4%
AP/IB	6.6%	25.5%	-18.9%
Dual Credit	21.5%	28.4%	-6.8%
OnRamps	1.0%	4.6%	-3.6%

TELPAS and Language Acquisition

The TELPAS data indicate that most Emergent Bilingual (EB) students at Kimball remain at the **Intermediate proficiency level**, with relatively few students reaching **Advanced High proficiency**. Across grades 9–12, between **55% and 71% of students score at the Intermediate level**, while only **3% to 5% achieve Advanced High proficiency**. Although students continue to acquire English, movement into the highest proficiency levels remains limited.

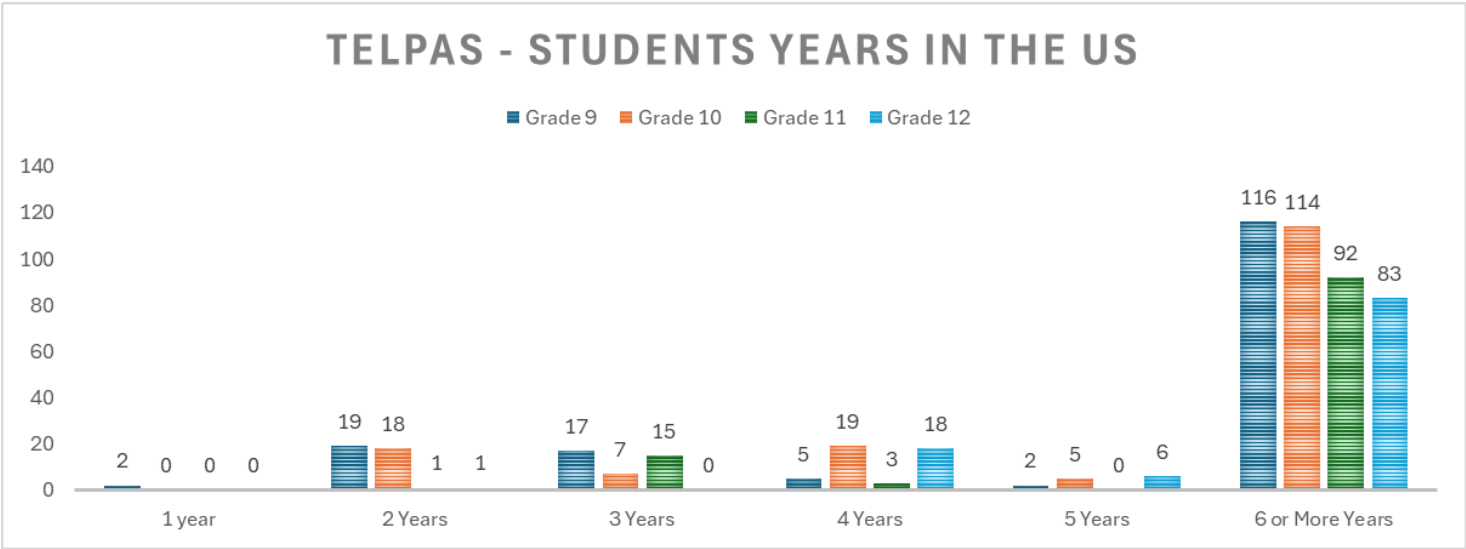


Student growth data reveal a significant concern. Between **77% and 86% of students showed no annual TELPAS growth**, while only **14% to 21% grew one proficiency level** and **0% to 2% grew two levels**. Because Domain 3 awards accountability points based on English Learner progress, these results suggest the campus is not maximizing available TELPAS growth points and may be losing opportunities to improve Closing the Gaps outcomes.



The years-in-U.S. data suggest this challenge is systemic rather than the result of newly arrived students. The majority of EB students in every grade level have attended U.S. schools

for **six or more years**, including 116 ninth graders, 114 tenth graders, 92 eleventh graders, and 83 twelfth graders. Despite extensive exposure to English instruction, many students remain at Intermediate proficiency levels and are not demonstrating sufficient annual growth.



Analysis of language domains indicates that **Writing remains the greatest area of need**, while Reading and Listening show comparatively stronger performance. Since writing proficiency directly impacts performance on STAAR constructed-response items and college-readiness expectations, strengthening academic writing instruction should remain a campus priority.

TELPAS - Performance per Language Domain



The following are four important considerations regarding Kimball's TELPAS data:

- **Testing Environment Inhibitions:** The TELPAS Speaking assessment requires high school students to speak into a computer microphone in a room full of peers. Affective filters (anxiety, self-consciousness) skyrocket in teenagers during this setup, causing them to underperform or freeze.
- **Rubric Rigidity:** The speaking evaluation criteria often penalize natural teenage colloquialisms or minor grammatical errors harshly, pushing students into "Beginning" or "Intermediate" brackets despite functional fluency.
- **The Writing Scaffold:** High school students are often heavily practiced in structured, scaffolded writing formats (essays, sentence stems) for standardized testing, which artificially inflates their writing domain tiers relative to their spontaneous oral output.
- **Passive Instructional Architecture:** The data perfectly mirrors classrooms characterized by teacher-led lectures, individual isolated seating, and a lack of academic discourse. Because students are structurally positioned as passive consumers rather than active producers of speech, they get ample practice in Receptive domains (Listening/Reading) and solitary Productive domains (Writing worksheets), but are starved of the interactive, verbal practice required to move out of the "Beginning" and "Intermediate" Speaking bands.

Early Bilingual Corrective Plan

Student achievement data identify Emergent Bilingual students as a priority area for improvement. Across all tested subjects, 63% of current EB students achieved Approaches Grade Level or above, compared with 66% of all students; however, larger gaps are evident at the higher performance levels, with only 27% of EB students reaching Meets and 6% reaching Masters, compared with 33% and 8% for all students. The greatest academic need is in Reading/Language Arts, where only 49% of current EB students achieved Approaches, 24% achieved Meets, and 2% achieved Masters. Mathematics also shows a need for improvement, with 63% at Approaches, 19% at Meets, and 7% at Masters. In Closing the Gaps, the High Focus Group demonstrated only minimal growth in English Language Proficiency, earning 1 of 4 possible points. These results indicate a need for targeted language-supported instruction, explicit academic discourse, intervention based on individual TEKS gaps, and systematic progress monitoring of EB students who previously performed at DNM and students requiring STAAR retesting.

Student Learning Strengths

1. CCMR Performance Exceeds the District

Kimball's CCMR attainment rate of **73.6%** exceeds the Dallas ISD average of **72.3%**, demonstrating successful implementation of multiple college, career, and military readiness pathways.

2. College Prep Courses Significantly Outperform District Averages

Kimball exceeds district performance by **21.0 percentage points in College Prep ELAR** and **36.4 percentage points in College Prep Mathematics**, providing effective pathways for students to achieve college readiness.

3. Students Demonstrate Strong College Readiness Across Multiple Measures

The percentage of students meeting **both ELAR and Mathematics college-readiness criteria (68.4%)** exceeds the district average by **19.8 percentage points**, reflecting successful support systems for postsecondary readiness.

4. Mathematics College Readiness Exceeds District Performance

Kimball exceeds district performance by **18.4 percentage points** in students meeting any Mathematics college-readiness criterion, indicating strong implementation of mathematics readiness pathways.

5. Texas College Bridge Produces Strong Results

Texas College Bridge completion rates reached **95% in ELAR** and **76% in Mathematics**, providing effective alternative pathways for students to earn CCMR indicators.

6. Biology Achievement Improved Significantly

Biology increased **Approaches performance by 8.9 percentage points, Meets by 8.2 points, and Masters by 7.7 points**, making it one of the campus's strongest areas of academic growth.

7. Algebra I Achievement Improved Across All Performance Levels

Algebra I increased **Approaches performance by 8.9 points, Meets by 12.4 points, and Masters by 4.1 points**, reflecting stronger Tier I mathematics instruction.

8. English I Performance Demonstrated Substantial Growth

English I increased **Approaches performance by 9.0 percentage points**, moving the projected Domain I scale score from an **F to a C**, indicating improved literacy outcomes.

9. English II Performance Demonstrated Substantial Growth

English II increased **Approaches performance by 8.0 percentage points**, moving the projected Domain I scale score from an **F to a C**, indicating improved student achievement and instructional effectiveness.

10. Graduation Outcomes Improved

The campus achieved a **record reduction in dropout rates**, earned a **B rating in dropout prevention measures**, and maintained a graduation rate exceeding the district average.

11. Attendance for Credit Systems Improved Student Success

Kimball achieved the **highest Attendance for Credit completion rate in Dallas ISD**, helping students recover credits and remain on track for graduation.

12. Emergent Bilingual Student Achievement Remains a Strength

More than half of Kimball students are identified as Emergent Bilingual, and the campus exceeds district performance in several college-readiness indicators while serving a significantly larger EB population than many comparison campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data-driven instructional, intervention, and progress-monitoring systems are implemented inconsistently across classrooms and departments, contributing to the campus Academic Growth score of 57.

Root Cause: Inconsistent use of formative assessment data to identify student needs and adjust instruction. Variability in PLC implementation, including data analysis, reteach cycles, and intervention planning. Limited monitoring and adjustment of intervention plans based on student progress data. Inconsistent administrative monitoring of instructional and intervention implementation across departments.

Problem Statement 2 (Prioritized): More than half of students did not meet grade level on the English I (53.9%) and English II (53.4%) STAAR EOCs, while 38.7% of Algebra I students did not meet grade level, resulting in persistent achievement gaps and a substantial population of students requiring STAAR EOC retesting to meet graduation requirements.

Root Cause: Inconsistent implementation of rigorous Tier I instruction across classrooms. Gaps in foundational literacy and mathematics skills among students entering high school. Inconsistent use of formative assessment data to guide reteach, intervention, and acceleration cycles. Limited individualized intervention and progress monitoring systems for students who have not met STAAR EOC requirements.

Problem Statement 3 (Prioritized): Despite representing approximately 53% of campus enrollment, Emergent Bilingual students demonstrate limited TELPAS growth, with most students remaining at the Intermediate proficiency level and more than 75% showing no annual proficiency-level advancement.

Root Cause: Inconsistent implementation of sheltered instruction and language acquisition strategies across content areas. Limited opportunities for structured academic discourse, writing, and language production in Tier I instruction. A significant portion of EB students have attended U.S. schools for six or more years while remaining below Advanced proficiency levels.

Problem Statement 4 (Prioritized): The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years.

Root Cause: Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

Problem Statement 5: Early Bilingual students have demonstrated persistent achievement gaps on STAAR EOC assessments, particularly among students who previously performed at DNM and students requiring EOC retesting. Data indicate a need for systematic identification of TEKS gaps, targeted language-supported intervention, and frequent progress monitoring.

Root Cause: Inconsistent language supports, targeted interventions, and progress monitoring for early bilingual students have limited their ability to close TEKS gaps and demonstrate success on STAAR EOC assessments.

School Processes & Programs

School Processes & Programs Summary

Leadership and Continuous Improvement Systems

Justin F. Kimball High School promotes a culture of continuous improvement through collaborative leadership structures, Professional Learning Communities (PLCs), instructional monitoring, data analysis, and shared accountability practices. The Administrative Team (A-Team) meets daily through a morning huddle to review priorities, communicate critical information, coordinate campus operations, and ensure administrative presence at key events, activities, and student support initiatives. These meetings promote alignment, improve communication, facilitate problem-solving, and support timely responses to campus needs.

Campus leadership utilizes student performance, attendance, graduation, and program data to inform decision-making and support campus improvement efforts. Leadership structures provide opportunities for collaboration, resource alignment, and continuous improvement across instructional and operational systems.

The campus also maintains an Attendance for Credit (AFC) Committee composed of teachers and administrators. The committee reviews attendance and credit attainment data, approves or denies student petitions, determines attendance recovery opportunities, assigns staff to support Attendance for Credit sessions, monitors participation and completion rates, and evaluates the effectiveness of attendance recovery systems. This structure supports consistent implementation of Attendance for Credit procedures and promotes student success through attendance recovery and credit attainment.

Academic Monitoring and Intervention Systems

The campus has established multiple systems to support academic achievement, graduation readiness, and student persistence. These systems include Freshman On Track, Senior On Track, tutorials, accelerated instruction, credit recovery opportunities, Attendance for Credit, Reconnection, and Evening Academy programs. Administrators, counselors, and teachers utilize student performance and credit attainment data to identify students requiring intervention and connect them to appropriate support services.

These intervention systems provide multiple pathways for students to recover credits, address academic deficiencies, and remain on track toward graduation. The campus has demonstrated success through improved academic outcomes, increased credit attainment, reductions in dropout rates, and improved graduation outcomes.

Attendance and Student Persistence Systems

Attendance improvement efforts include attendance monitoring, attendance conferences, family communication, Attendance for Credit recovery opportunities, transfer verification procedures, enrollment follow-up processes, and home visitations. These systems support student persistence by identifying attendance barriers and connecting students with interventions designed to improve attendance and engagement.

The campus has demonstrated success in reducing withdrawals and improving student retention through proactive monitoring and intervention practices. Attendance remains a critical area of focus due to its direct impact on academic achievement, credit attainment, and graduation outcomes.

College, Career, and Military Readiness Systems

Justin F. Kimball High School provides students with multiple pathways to achieve College, Career, and Military Readiness (CCMR), including Advanced Placement (AP), Dual Credit, OnRamps, Texas College Bridge, SAT School Day, College Prep Courses, Career and Technical Education (CTE), and Industry-Based Certifications (IBCs). These opportunities contribute to a CCMR attainment rate that exceeds the district average and provide students with access to postsecondary readiness experiences before graduation.

The campus has demonstrated particular success through Texas College Bridge and College Prep Course implementation, which have enabled students to earn college-ready indicators through multiple pathways. CTE programs provide students opportunities to develop workforce skills, earn industry certifications, and explore career pathways aligned with postsecondary goals.

Student Support Services

The campus provides a variety of support services designed to address the academic, social, emotional, behavioral, and postsecondary needs of students. Counselors, administrators, teachers, and support staff collaborate to provide academic guidance, graduation planning, attendance interventions, mental health resources, and individualized student support.

Additional services are available for Emergent Bilingual students, students receiving Special Education services, and other student groups requiring targeted interventions. These support structures help ensure students receive the resources necessary to achieve academic success and graduate prepared for postsecondary opportunities.

Community Partnerships and Family Engagement

Justin F. Kimball High School benefits from strong partnerships with Dallas ISD departments, colleges and universities, business partners, and community organizations. These partnerships expand student access to mentoring opportunities, college and career experiences, workforce development programs, and additional support services.

Family engagement efforts utilize multiple communication methods and bilingual outreach practices to strengthen relationships between the school and its stakeholders. Communication systems support collaboration among staff, students, families, and community partners and help ensure stakeholders remain informed and engaged in the educational process.

Extracurricular and Co-Curricular Opportunities

Students have access to a wide variety of extracurricular and co-curricular experiences that promote engagement, leadership development, school connectedness, and personal growth. Opportunities include athletics, fine arts, student leadership organizations, academic clubs, Career and Technical Student Organizations (CTSOs), and other enrichment activities.

These experiences support the development of teamwork, leadership, communication, and workforce readiness skills while increasing student engagement and strengthening school culture.

Technology and Instructional Resources

Technology resources are available to support instruction, assessment, communication, and student learning. Teachers and students utilize digital platforms and instructional technology tools to enhance engagement, facilitate collaboration, monitor progress, and support access to curriculum resources. Technology systems also support communication, operational efficiency, and data-informed decision-making processes.

Effectiveness of Current Systems and Areas for Improvement

Analysis of campus systems indicates that several processes are producing positive outcomes. The campus achieved the highest Attendance for Credit completion rate in Dallas ISD, significantly reduced dropout rates through improved enrollment verification and student follow-up procedures, improved academic performance in multiple tested subjects, increased graduation outcomes, and achieved a CCMR attainment rate that exceeds district performance. These results demonstrate the effectiveness of graduation recovery, attendance recovery, and alternative college-readiness pathways.

Despite these successes, opportunities exist to strengthen the consistency and integration of campus monitoring systems. Attendance, graduation readiness, CCMR indicators, TSI

attainment, TELPAS growth, Freshman On Track, Senior On Track, and CTE pathway completion data are not consistently reviewed through a structured campus-wide monitoring process. As a result, opportunities for early identification and intervention may be missed, particularly in areas related to assessment-based college readiness, Emergent Bilingual student growth, and career pathway completion.

Strengthening systematic data review cycles, clarifying intervention ownership, increasing the frequency of leadership discussions focused on key accountability indicators, and expanding monitoring of postsecondary readiness measures will improve the effectiveness of early intervention efforts and support continued growth in student achievement, graduation outcomes, and postsecondary readiness.

Key Programs at Justin F. Kimball High School

- Advanced Placement (AP)
- Dual Credit Programs
- Career and Technical Education (CTE) Pathways
- Early College/Career Readiness Initiatives
- Emergent Bilingual Services
- Special Education Services
- Section 504 Supports
- MTSS/RTI Intervention Programs
- Counseling and Mental Health Supports
- College and Career Advising
- Athletics and Fine Arts Programs
- Student Leadership Organizations
- Credit Recovery and Graduation Support Programs

School Processes & Programs Strengths

1. Collaborative Leadership Structures

The Administrative Team (A-Team) meets daily to coordinate campus operations, communicate priorities, align resources, and support timely responses to student and campus needs.

2. Attendance for Credit Governance System

An Attendance for Credit (AFC) Committee composed of teachers and administrators reviews attendance recovery data, approves petitions, assigns staff, and monitors participation to support student credit attainment.

3. Comprehensive Academic Intervention Systems

Freshman On Track, Senior On Track, tutorials, accelerated instruction, credit recovery, Reconnection, and Evening Academy programs provide multiple pathways for students to remain on track for graduation.

4. Strong Attendance Recovery Systems

Attendance monitoring, attendance conferences, home visitations, transfer verification procedures, and Attendance for Credit opportunities support student persistence and credit

attainment.

5. Effective Dropout Prevention Processes

Improved enrollment verification procedures, student follow-up systems, and home visitations contributed to a significant reduction in withdrawals and dropout rates.

6. Strong College and Career Readiness Programming

The campus provides multiple CCMR pathways through Texas College Bridge, College Prep Courses, Advanced Placement, Dual Credit, OnRamps, Career and Technical Education, and Industry-Based Certifications.

7. Successful Texas College Bridge Implementation

Texas College Bridge has become an effective postsecondary readiness pathway, contributing significantly to the campus's CCMR attainment.

8. Established Professional Learning Communities

Teachers participate in PLCs that support collaborative planning, instructional alignment, data analysis, and continuous improvement efforts.

9. Comprehensive Career and Technical Education Programs

CTE pathways provide students opportunities to develop workforce skills, earn industry certifications, and explore careers aligned with postsecondary goals.

10. Strong Student Support Services

Counselors, administrators, teachers, and support staff collaborate to provide academic, behavioral, attendance, graduation, and postsecondary planning support for students.

11. Strong Community Partnerships

Partnerships with colleges, universities, businesses, community organizations, and Dallas ISD departments expand access to academic, career, and support opportunities.

12. Effective Family Communication Systems

Multiple communication platforms and bilingual outreach practices support family engagement and stakeholder communication.

13. Diverse Extracurricular and Co-Curricular Opportunities

Athletics, fine arts, academic organizations, leadership groups, and career-focused student organizations promote student engagement and school connectedness.

14. Technology Resources Support Learning

Digital platforms and instructional technology tools support instruction, assessment, communication, and student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus attendance rate of 83.9% remains below the previous year's rate of 87.25%, negatively impacting academic achievement, credit attainment, and graduation outcomes.

Root Cause: Economic, transportation, and family-related barriers. Limited student engagement and school connectedness. Inconsistent implementation of attendance intervention processes. Inconsistent family engagement.

Problem Statement 2 (Prioritized): Campus systems for identifying, monitoring, and supporting students at risk of course failure, credit deficiency, chronic absenteeism, and graduation delays are implemented inconsistently, limiting the effectiveness of early intervention efforts.

Root Cause: Data reviews lack consistent timelines, responsibilities, and intervention expectations. Intervention plans are not consistently documented, monitored, or adjusted. Academic, attendance, CCMR, and graduation data are monitored separately, limiting early intervention.

Perceptions

Perceptions Summary

Justin F. Kimball High School values the input of students, staff, parents, and community stakeholders to support continuous improvement and enhance the educational experience for all students. Perception data collected through district surveys, campus feedback opportunities, stakeholder meetings, and informal communication processes provide insight into the strengths and challenges of the campus culture, climate, and organizational effectiveness.

Spring 2025 to Spring 2026 Climate Survey

The Spring 2026 Climate Survey results demonstrate substantial progress across all six survey domains during the first year of leadership under Dr. Darwin Hughes. Overall, every category showed positive growth compared to Spring 2025, led by **Positive Culture and Environment (+12.8%)**, **Teacher-Teacher Trust (+9.3%)**, and **Beliefs and Priorities (+8.2%)**. Staff perceptions improved regarding leadership support, campus direction, workplace culture, and collaboration, indicating that the systems and structures implemented during the 2025–2026 school year are contributing to a stronger organizational climate.

The most significant gains were observed in the area of **Positive Culture and Environment**, where staff reported increased confidence in the campus climate and working conditions. Notable improvements included **"I believe I work in an environment of support and respect" (+23.2%)**, **"Morale at my school is strong" (+22.4%)**, **"I would recommend this school to others to work here" (+15.4%)**, and **"Discipline is enforced consistently and effectively at my campus" (+15.0%)**. These gains suggest that efforts to strengthen campus culture, establish clearer behavioral expectations, and improve staff morale have had a measurable positive impact on employee perceptions.

Staff also reported increased confidence in campus leadership and collaboration. Within **Beliefs and Priorities**, the largest gains were **"My campus leadership helps me understand recent changes in the school's focus" (+13.7%)**, **"I have the support I need from campus leadership to do my job well" (+11.0%)**, and **"Campus leadership makes decisions that support the district's mission statement" (+9.5%)**. Similarly, **Teacher-Teacher Trust** increased by **9.3%**, driven by growth in staff perceptions that colleagues respect teacher leaders (+14.6%) and recognize expertise among peers (+11.7%). Improvements in **Teacher-Principal Trust (+7.6%)** and **College-Going Culture (+6.3%)** further demonstrate progress toward creating a cohesive professional learning community focused on student success.

As Kimball High School enters the second year of Dr. Hughes' leadership, the campus will focus on sustaining gains while addressing identified growth opportunities. Particular attention will be placed on strengthening the instructional feedback cycle, as survey items related to leadership feedback and instructional coaching declined slightly (**-0.9%** and **-1.8%**). The campus will expand coaching and professional learning opportunities, increase teacher voice through structured feedback processes, develop teacher leadership capacity, and continue implementing systems that promote trust, collaboration, and accountability. These efforts will support the campus goal of improving student achievement while ensuring that Kimball remains a positive, high-performing environment for both students and staff.

Parent and Family Engagement

The campus actively promotes family engagement through parent meetings, conferences, campus events, communication platforms, and school-community partnerships. Bilingual communication practices support accessibility for families whose primary language is not English. While participation rates for school events and parent conferences are positive, increasing engagement among families of at-risk students and students experiencing attendance or academic challenges remains an area of focus.

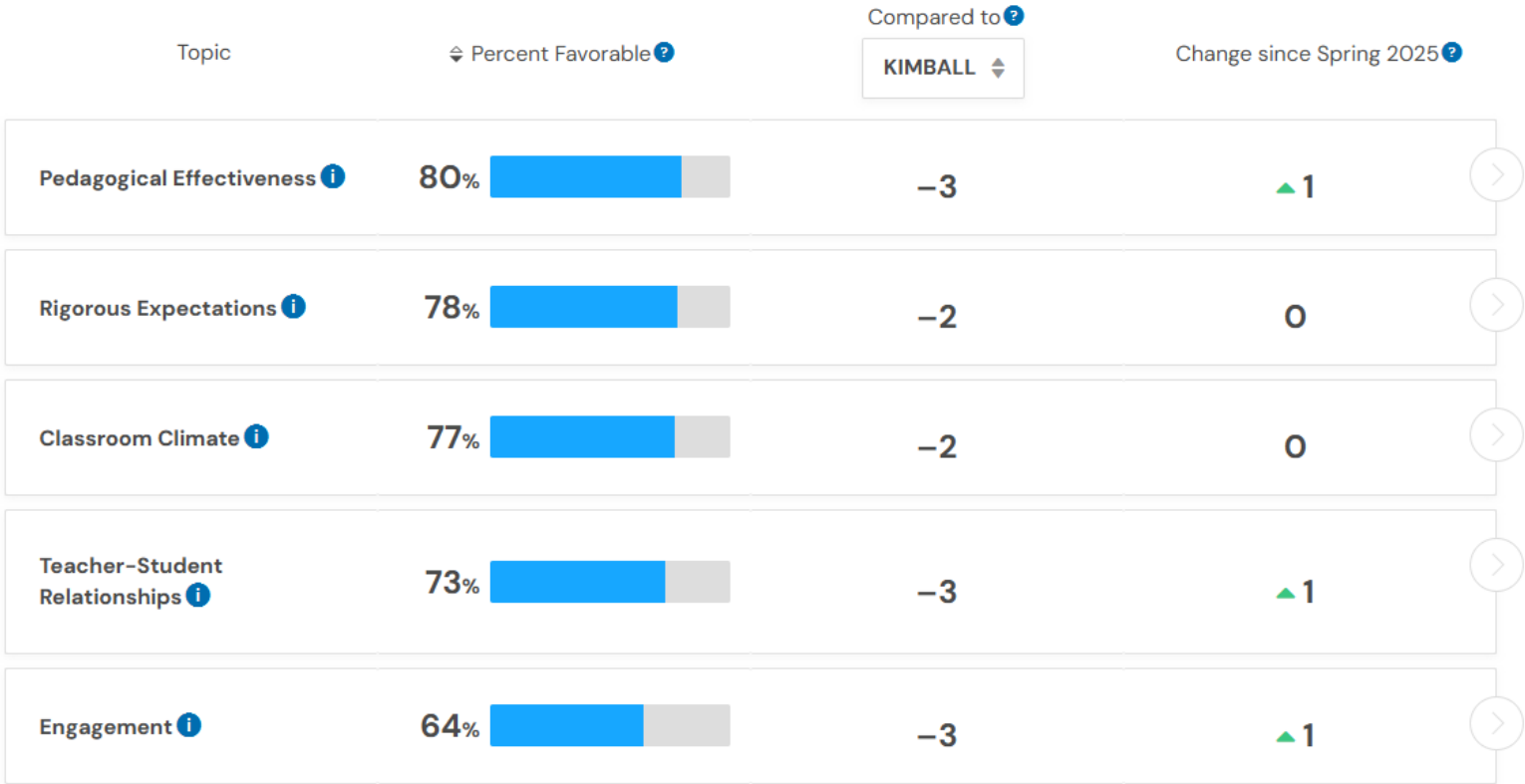
Student Perceptions

Student feedback indicates that many students feel supported by teachers, counselors, coaches, and campus staff. Students report positive experiences through participation in athletics, fine arts, Career and Technical Education programs, leadership organizations, and other extracurricular activities. Students value opportunities related to college and career readiness. Feedback also suggests a need to continue strengthening student engagement, attendance, academic motivation, and awareness of available support services.

The Panorama Student Survey provides an important measure of student voice and perception regarding the instructional experience, classroom environment, and relationships with teachers. Unlike academic assessments, which measure what students know and can do, the student survey helps the campus understand how students experience learning,

engagement, expectations, and support. These data serve as leading indicators of academic outcomes because students who feel connected, challenged, respected, and engaged are more likely to attend school, persist through challenges, and achieve at higher levels. The survey provides valuable information for campus improvement planning by identifying strengths that should be sustained and areas requiring targeted action. A total of 1,504 student responses were included in the Spring 2026 survey.

The Spring 2026 Panorama Student Survey reflects a positive trend in student perceptions, with three of the five domains improving from the previous year. Students rated **Pedagogical Effectiveness (80%)** as the campus's strongest area, indicating confidence in teacher knowledge and instructional delivery. **Engagement (64%)** remains the lowest-performing domain and represents the greatest opportunity for growth. While all domains improved or remained stable, each scored 2–3 percentage points below the Kimball benchmark comparison group, suggesting a need to strengthen student engagement, relationships, and classroom experiences while maintaining strong instructional practices. Overall, the data indicate that students value their teachers but would benefit from increased opportunities for meaningful engagement and stronger connections to learning.



Top 2 Areas	Low 2 Areas
1. Pedagogical Effectiveness (80%) Students reported strong perceptions of instructional quality, with an overall score of 80%. Students indicated that teachers know their content (88% favorable), clearly explain learning expectations (82%), maintain classroom control (82%), and help students learn significant amounts of content (81%). These results suggest that Kimball teachers possess strong instructional expertise and create productive learning environments. 2. Rigorous Expectations (78%) Students reported that teachers maintain high academic expectations and encourage persistence. Favorability ranged from 74% to 83% across indicators, including making students explain their thinking, encouraging students to do their best, and supporting students through difficult tasks. These results align with the campus focus on rigorous instruction and academic accountability.	1. Engagement (64%) Engagement was the lowest overall survey domain and remains an area of need. While students generally reported interest in their classes, only 54% indicated they discuss ideas from class outside of school, and only 62% reported being eager to participate in class activities. These findings suggest opportunities to increase student ownership, discourse, relevance, and authentic engagement during instruction. 2. Teacher-Student Relationships (73%) Although students generally view teachers as respectful (85%), lower scores were reported on indicators measuring personal connection and belonging. Only 66% of students believed their teacher would be excited to see them in the future, and only 67% felt their teacher would be concerned if they entered class upset. These results indicate an opportunity to strengthen relationship-building practices and increase students' sense of connection with adults on campus.

Communication Effectiveness

The campus utilizes multiple communication methods, including email, phone messaging systems, social media, campus websites, parent meetings, and newsletters to communicate with stakeholders. Communication systems provide timely information regarding academics, attendance, events, and student support services. Continued efforts to increase two-way communication and stakeholder participation in decision-making processes remain important.

Community Partnerships

Justin F. Kimball High School benefits from partnerships with Dallas ISD departments, colleges and universities, business organizations, community agencies, and local stakeholders. These partnerships provide students with access to mentoring programs, college and career exploration opportunities, industry certifications, internships, scholarships, and support services. Community partnerships continue to enhance the campus's ability to meet the academic, social-emotional, and postsecondary needs of students.

Staff Retention and Organizational Effectiveness

The campus benefits from an experienced faculty with many teachers possessing significant years of professional experience. Leadership structures support collaboration and continuous improvement through shared decision-making processes and regular data review. Continued efforts to recruit and retain highly effective teachers, particularly in critical shortage areas, remain important to sustaining instructional quality and student achievement.

Overall Summary

Perception data indicate that Justin F. Kimball High School is viewed as a supportive, student-centered campus with strong community connections and a commitment to student success. Stakeholders recognize strengths in college and career readiness programming, student support systems, staff dedication, and community partnerships. Areas for continued improvement include student engagement, attendance, family involvement, communication effectiveness, and organizational systems that support academic achievement and student growth.

Perceptions Strengths

1. Climate Survey Results Improved Across All Domains

Staff perceptions improved in all six Climate Survey domains, led by **Positive Culture and Environment (+12.8%)**, **Teacher-Teacher Trust (+9.3%)**, and **Beliefs and Priorities (+8.2%)**, reflecting increased confidence in campus culture, collaboration, and leadership.

2. Students Report Strong Instructional Quality

Students identified **Pedagogical Effectiveness (80%)** as the campus's highest-rated Panorama Survey domain, demonstrating confidence in teacher knowledge, instructional delivery, and classroom learning experiences.

3. Rigorous Academic Expectations Are a Campus Strength

Students rated **Rigorous Expectations at 78% favorable**, indicating that teachers consistently maintain high expectations, encourage persistence, and support students through challenging academic tasks.

4. Family Engagement Is Supported Through Multiple Communication Systems

The campus promotes family involvement through conferences, campus events, communication platforms, and bilingual outreach practices that improve accessibility for families whose primary language is not English.

5. Collaborative Professional Culture Supports Continuous Improvement

Staff value collaboration through Professional Learning Communities, instructional coaching, professional learning opportunities, and shared decision-making structures that support student achievement and professional growth.

6. Students Benefit From Strong Supportive Relationships

Students report positive relationships with teachers, counselors, coaches, and campus staff and identify trusted adults who provide guidance, encouragement, and support throughout their educational experience.

7. Community Partnerships Expand Student Opportunities

Partnerships with colleges, universities, Dallas ISD departments, businesses, and community organizations provide students access to mentoring, internships, scholarships, industry certifications, and college and career exploration opportunities.

8. Leadership Promotes Data-Driven Continuous Improvement

Campus leadership regularly reviews achievement, attendance, graduation, and program data, using collaborative decision-making processes to align resources and support continuous improvement efforts.

9. Diverse Student Programs Strengthen School Connectedness

Students participate in athletics, fine arts, Career and Technical Education, leadership organizations, and other extracurricular activities that promote engagement, leadership development, and school pride.

10. Stakeholders Recognize a Supportive and Inclusive School Environment

Stakeholder feedback indicates that Kimball maintains a strong sense of pride, tradition, community, inclusiveness, and commitment to student success, creating a positive learning environment for students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Family participation in campus events, academic conferences, and decision-making processes is inconsistent across stakeholder groups.

Root Cause: Work schedules and transportation challenges limit family participation. Language barriers and varying levels of familiarity with school systems. Limited awareness of opportunities for involvement. Need for additional outreach strategies targeted toward families of at-risk students.

Priority Problem Statements

Problem Statement 1: Data-driven instructional, intervention, and progress-monitoring systems are implemented inconsistently across classrooms and departments, contributing to the campus Academic Growth score of 57.

Root Cause 1: Inconsistent use of formative assessment data to identify student needs and adjust instruction. Variability in PLC implementation, including data analysis, reteach cycles, and intervention planning. Limited monitoring and adjustment of intervention plans based on student progress data. Inconsistent administrative monitoring of instructional and intervention implementation across departments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: More than half of students did not meet grade level on the English I (53.9%) and English II (53.4%) STAAR EOCs, while 38.7% of Algebra I students did not meet grade level, resulting in persistent achievement gaps and a substantial population of students requiring STAAR EOC retesting to meet graduation requirements.

Root Cause 2: Inconsistent implementation of rigorous Tier I instruction across classrooms. Gaps in foundational literacy and mathematics skills among students entering high school. Inconsistent use of formative assessment data to guide reteach, intervention, and acceleration cycles. Limited individualized intervention and progress monitoring systems for students who have not met STAAR EOC requirements.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite representing approximately 53% of campus enrollment, Emergent Bilingual students demonstrate limited TELPAS growth, with most students remaining at the Intermediate proficiency level and more than 75% showing no annual proficiency-level advancement.

Root Cause 3: Inconsistent implementation of sheltered instruction and language acquisition strategies across content areas. Limited opportunities for structured academic discourse, writing, and language production in Tier I instruction. A significant portion of EB students have attended U.S. schools for six or more years while remaining below Advanced proficiency levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Approximately 81% of students are economically disadvantaged and 81% are identified as at-risk, contributing to persistent academic, attendance, and graduation challenges across student groups.

Root Cause 4: High rates of economic disadvantage create barriers to attendance, engagement, and academic success. Many students enter high school with existing attendance, credit, and academic risk factors. Family, employment, and social responsibilities reduce student engagement and persistence toward graduation.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years.

Root Cause 5: Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus attendance rate of 83.9% remains below the previous year's rate of 87.25%, negatively impacting academic achievement, credit attainment, and graduation outcomes.

Root Cause 6: Economic, transportation, and family-related barriers. Limited student engagement and school connectedness. Inconsistent implementation of attendance intervention processes. Inconsistent family engagement.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Campus systems for identifying, monitoring, and supporting students at risk of course failure, credit deficiency, chronic absenteeism, and graduation delays are implemented inconsistently, limiting the effectiveness of early intervention efforts.

Root Cause 7: Data reviews lack consistent timelines, responsibilities, and intervention expectations. Intervention plans are not consistently documented, monitored, or adjusted. Academic, attendance, CCMR, and graduation data are monitored separately, limiting early intervention.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data

Goals

Revised/Approved: July 29, 2026

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 1: Increase the percentage of students meeting the Meets Grade Level standard or above on STAAR End-of-Course assessments in English I, English II, Biology, U.S. History, and Algebra I from 35% to 60% by Spring 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC Results, TEA Accountability Reports, ACP Data, SchoolCity Assessments, Common Formative Assessments

Strategy 1 Details		Reviews		
Strategy 1: Implement a campus-wide PLC cycle focused on TEKS alignment, RBIS, common formative assessments, data analysis, reteach planning, and intervention design for English I, English II, Algebra I, Biology, and U.S. History. Strategy's Expected Result/Impact: Increased alignment between instruction, assessment, and intervention resulting in higher STAAR EOC performance. Staff Responsible for Monitoring: Assistant Principals Title I: 2.52, 2.53 - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1		Formative		Summative
		Oct	Feb	Apr
Strategy 2 Details		Reviews		
Strategy 2: Provide targeted acceleration and intervention for students performing below grade level through tutorials, small-group instruction, tutoring, and EOC preparation programs. Strategy's Expected Result/Impact: Increased percentage of students meeting Approaches, Meets, and Masters standards and reduced EOC retesting rates. Staff Responsible for Monitoring: Assistant Principals Title I: 2.51, 2.52 Problem Statements: Student Learning 2		Formative		Summative
		Oct	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Monitor EOC student progress through quarterly data reviews, student success meetings, and individualized intervention plans for students identified as at risk of not meeting EOC requirements. Strategy's Expected Result/Impact: Earlier identification of student needs, improved intervention effectiveness, and increased first-time pass rates. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 2, 4	Formative		Summative
	Oct	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Implement a campus-wide progress-monitoring system in which teachers analyze common assessment data every three weeks, identify students below expected growth trajectories, provide targeted intervention and acceleration, and adjust instruction based on student performance data. Strategy's Expected Result/Impact: Increased Academic Growth and EOC performance through timely instructional adjustments, targeted intervention, and continuous monitoring of student progress. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, PLC Facilitators, and Instructional Coaches Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data-driven instructional, intervention, and progress-monitoring systems are implemented inconsistently across classrooms and departments, contributing to the campus Academic Growth score of 57. Root Cause: Inconsistent use of formative assessment data to identify student needs and adjust instruction. Variability in PLC implementation, including data analysis, reteach cycles, and intervention planning. Limited monitoring and adjustment of intervention plans based on student progress data. Inconsistent administrative monitoring of instructional and intervention implementation across departments.

Student Learning

Problem Statement 2: More than half of students did not meet grade level on the English I (53.9%) and English II (53.4%) STAAR EOCs, while 38.7% of Algebra I students did not meet grade level, resulting in persistent achievement gaps and a substantial population of students requiring STAAR EOC retesting to meet graduation requirements. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction across classrooms. Gaps in foundational literacy and mathematics skills among students entering high school. Inconsistent use of formative assessment data to guide reteach, intervention, and acceleration cycles. Limited individualized intervention and progress monitoring systems for students who have not met STAAR EOC requirements.

Problem Statement 4: The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years. **Root Cause:** Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 2: Increase the percentage of Emergent Bilingual students demonstrating at least one level of annual TELPAS growth from 17% to 35% by Spring 2027 through consistent implementation of sheltered instruction and structured academic listening and speaking opportunities across all content areas.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** TELPAS Composite Ratings, TELPAS Growth Reports, EB Progress Monitoring Reports, Classroom Walkthrough Data

Strategy 1 Details		Reviews		
Strategy 1: Implement the ELPS across all content areas by incorporating structured listening, speaking, reading, and writing opportunities into daily instruction. Campus administrators will monitor implementation through monthly walkthroughs, with a goal of observing ELPS-aligned language development practices in at least 90% of classrooms serving Emergent Bilingual students by Spring 2027. Strategy's Expected Result/Impact: Increased implementation of ELPS-aligned instructional practices and greater student engagement in academic language development. Staff Responsible for Monitoring: Assistant Principals Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 3		Formative		Summative
		Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Identify and monitor Long-Term Emergent Bilingual students through quarterly TELPAS and classroom performance reviews. Students not demonstrating expected language growth will receive targeted language interventions and progress monitoring every three weeks, with at least 70% demonstrating measurable progress toward annual TELPAS growth goals. Strategy's Expected Result/Impact: Increased annual TELPAS growth and a reduction in the percentage of Emergent Bilingual students remaining at the Intermediate proficiency level. Staff Responsible for Monitoring: Assistant Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 3		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Implement an online language acquisition program for Emergent Bilingual students to strengthen English listening, speaking, reading, and writing skills. Students will complete weekly language development lessons and demonstrate measurable progress on platform assessments and TELPAS-aligned benchmarks. Campus administrators, teachers, and language support staff will review participation and growth data every three weeks to ensure at least 70% of participating students are on track to meet annual TELPAS growth goals. Strategy's Expected Result/Impact: At least 70% of participating Emergent Bilingual students will demonstrate measurable progress toward annual TELPAS growth goals, resulting in improved proficiency in listening, speaking, reading, and writing and increased percentages of students demonstrating annual TELPAS growth. Staff Responsible for Monitoring: Mr. Calvo Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 2, 3, 4		Formative		Summative
		Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Approximately 81% of students are economically disadvantaged and 81% are identified as at-risk, contributing to persistent academic, attendance, and graduation challenges across student groups. **Root Cause:** High rates of economic disadvantage create barriers to attendance, engagement, and academic success. Many students enter high school with existing attendance, credit, and academic risk factors. Family, employment, and social responsibilities reduce student engagement and persistence toward graduation.

Student Learning

Problem Statement 2: More than half of students did not meet grade level on the English I (53.9%) and English II (53.4%) STAAR EOCs, while 38.7% of Algebra I students did not meet grade level, resulting in persistent achievement gaps and a substantial population of students requiring STAAR EOC retesting to meet graduation requirements. **Root Cause:** Inconsistent implementation of rigorous Tier I instruction across classrooms. Gaps in foundational literacy and mathematics skills among students entering high school. Inconsistent use of formative assessment data to guide reteach, intervention, and acceleration cycles. Limited individualized intervention and progress monitoring systems for students who have not met STAAR EOC requirements.

Problem Statement 3: Despite representing approximately 53% of campus enrollment, Emergent Bilingual students demonstrate limited TELPAS growth, with most students remaining at the Intermediate proficiency level and more than 75% showing no annual proficiency-level advancement. **Root Cause:** Inconsistent implementation of sheltered instruction and language acquisition strategies across content areas. Limited opportunities for structured academic discourse, writing, and language production in Tier I instruction. A significant portion of EB students have attended U.S. schools for six or more years while remaining below Advanced proficiency levels.

Problem Statement 4: The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years. **Root Cause:** Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 3: Increase the four-year graduation rate from 73.6% to 80% through systematic monitoring of attendance, credit attainment, and student persistence by Spring 2027.

High Priority

Evaluation Data Sources: Four-Year Graduation Rate Reports, Cohort Tracking Reports, Freshman On Track Reports, Senior On Track Reports, Credit Accrual Reports

Strategy 1 Details	Reviews		
Strategy 1: Conduct monthly Freshman On Track and Senior On Track reviews and develop intervention plans for 100% of students identified as off-track for graduation, with progress monitored every three weeks and adjustments made as needed throughout the school year. Strategy's Expected Result/Impact: Increased identification and support of students at risk of not graduating on time. Staff Responsible for Monitoring: Mr. Calvo Mr. Price Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 4	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Student support teams will review attendance, grades, credit attainment, and behavior data every three weeks and develop individualized intervention plans for 100% of identified at-risk students, with documented family communication and progress monitoring throughout the school year. Strategy's Expected Result/Impact: Increased course completion, credit attainment, and student persistence. Staff Responsible for Monitoring: Mr. Calvo Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 3	Formative		Summative
	Oct	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Ensure 90% of students identified as credit deficient or attendance deficient are enrolled in an appropriate recovery option (Credit Recovery, Attendance for Credit, Reconnection, or Evening Academy) within one grading cycle of identification, and monitor participation and completion data every three weeks. Strategy's Expected Result/Impact: Increased graduation eligibility and four-year graduation rates. Staff Responsible for Monitoring: Mr. Calvo ---> Attendance for Credit Mr. Price ---> Cyclical failure rates Mrs. Pace ---> Placement on Reconnection and Evening Academy Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Approximately 81% of students are economically disadvantaged and 81% are identified as at-risk, contributing to persistent academic, attendance, and graduation challenges across student groups. **Root Cause:** High rates of economic disadvantage create barriers to attendance, engagement, and academic success. Many students enter high school with existing attendance, credit, and academic risk factors. Family, employment, and social responsibilities reduce student engagement and persistence toward graduation.

Student Learning

Problem Statement 3: Despite representing approximately 53% of campus enrollment, Emergent Bilingual students demonstrate limited TELPAS growth, with most students remaining at the Intermediate proficiency level and more than 75% showing no annual proficiency-level advancement. **Root Cause:** Inconsistent implementation of sheltered instruction and language acquisition strategies across content areas. Limited opportunities for structured academic discourse, writing, and language production in Tier I instruction. A significant portion of EB students have attended U.S. schools for six or more years while remaining below Advanced proficiency levels.

Problem Statement 4: The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years. **Root Cause:** Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

School Processes & Programs

Problem Statement 1: The campus attendance rate of 83.9% remains below the previous year's rate of 87.25%, negatively impacting academic achievement, credit attainment, and graduation outcomes. **Root Cause:** Economic, transportation, and family-related barriers. Limited student engagement and school connectedness. Inconsistent implementation of attendance intervention processes. Inconsistent family engagement.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 4: Increase College, Career, and Military Readiness (CCMR) attainment from 73.6% to 78% by August 2027 through increased completion of TSI, Texas College Bridge, Dual Credit, AP, Industry-Based Certifications, and other approved CCMR indicators.

High Priority

Evaluation Data Sources: CCMR Tracker, Texas College Bridge Reports, Dual Credit Data, AP Participation Reports, Industry-Based Certification Reports, SAT School Day Data, TSIA2 Results

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Identify all juniors and seniors not meeting TSIA2, SAT, or Texas College Bridge college-ready benchmarks by September 2026 and provide targeted interventions through advisory, tutorials, and testing support. Student progress will be reviewed every three weeks, with at least 80% of participating students demonstrating benchmark growth and at least 50 additional students earning a college-ready indicator by Spring 2027. Strategy's Expected Result/Impact: Increase the percentage of graduates earning CCMR indicators through TSIA2, SAT, and Texas College Bridge attainment from the current baseline to support the campus goal of increasing CCMR attainment to 78% by August 2027. Staff Responsible for Monitoring: Mrs. Singh Mr. Price Counselors Testing Coordinator Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 4			

Strategy 2 Details		Reviews		
Strategy 2: Identify all students eligible for Dual Credit each semester and conduct academic planning conferences to increase participation. Grades will be monitored every three weeks, and students earning below 75% will receive tutoring, family communication, and progress monitoring, resulting in at least 85% successful course completion and an increase in graduates earning CCMR through Dual Credit by Spring 2027. Strategy's Expected Result/Impact: At least 85% of students enrolled in Dual Credit courses will successfully earn college credit, resulting in increased CCMR attainment and postsecondary readiness. Staff Responsible for Monitoring: Mrs. Singh Mr. Price Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 4		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Implement a campus-wide CCMR tracker by September 2026 and assign 100% of juniors and seniors a primary CCMR pathway (TSIA2, SAT, Texas College Bridge, Dual Credit, AP, IBC, Military, or OnRamps). Counselors and campus leadership will review progress quarterly and develop individualized action plans for students not on track to earn a CCMR indicator. Strategy's Expected Result/Impact: At least 90% of juniors and seniors will have an identified CCMR pathway and documented progress monitoring, resulting in increased CCMR attainment and progress toward the campus goal of 78% CCMR attainment by August 2027. Staff Responsible for Monitoring: Mrs. Pace Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Learning 4		Formative		Summative
		Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Approximately 81% of students are economically disadvantaged and 81% are identified as at-risk, contributing to persistent academic, attendance, and graduation challenges across student groups. **Root Cause:** High rates of economic disadvantage create barriers to attendance, engagement, and academic success. Many students enter high school with existing attendance, credit, and academic risk factors. Family, employment, and social responsibilities reduce student engagement and persistence toward graduation.

Student Learning

Problem Statement 4: The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years. **Root Cause:** Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 5: Increase Average Daily Attendance (ADA) from 83.9% to 88.0% and reduce chronic absenteeism by 15% by Spring 2027 through proactive attendance interventions, family engagement, attendance recovery systems, and ongoing monitoring of student attendance trends.

High Priority

Evaluation Data Sources: through proactive intervention, family engagement, and attendance recovery systems.
ADA Reports, Attendance Reports, Chronic Absenteeism Reports, AFC Reports, Truancy Reports

Strategy 1 Details	Reviews		
Strategy 1: Implement a tiered attendance intervention system that identifies students with attendance concerns during each grading cycle, conducts root-cause analysis, and develops intervention plans for 100% of identified students. Attendance progress will be reviewed every three weeks to ensure timely intervention and improved attendance outcomes. Strategy's Expected Result/Impact: Reduce chronic absenteeism, increase Average Daily Attendance, and improve student persistence toward graduation. Staff Responsible for Monitoring: Assistant Principals Mrs. Cradock Mrs. Trevino Counselors Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details	Reviews		
Strategy 2: Conduct attendance conferences and develop attendance improvement plans for 100% of students identified as chronically absent. Attendance teams will review student progress every month, engage families in intervention planning, and monitor implementation of attendance goals and supports. Strategy's Expected Result/Impact: At least 80% of students participating in attendance improvement plans will demonstrate improved attendance, resulting in reduced chronic absenteeism and increased Average Daily Attendance. Staff Responsible for Monitoring: Assistant Principals, Counselors, Attendance Clerk, Parent and Community liaison, and Truancy Liaison Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Expand Attendance for Credit (AFC) and attendance recovery opportunities through after-school, Saturday, intersession, and summer programs. Attendance deficiencies, participation rates, and completion data will be reviewed every three weeks to ensure 90% of eligible students receive recovery opportunities and remain on track for credit attainment and graduation. Strategy's Expected Result/Impact: Increase attendance compliance, credit attainment, and graduation readiness by reducing attendance-related credit denials and increasing successful completion of attendance recovery requirements. Staff Responsible for Monitoring: Assistant Principal (Attendance for Credit), Counselors, Attendance Improvement Team, and Campus Leadership Team Title I: 2.51, 2.53 - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 4 - School Processes & Programs 1	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 4: The four-year graduation rate is 73.6%, meaning more than one in four students do not graduate within four years. **Root Cause:** Chronic absenteeism. Credit deficiencies entering upper grades. Inconsistent implementation of graduation monitoring systems. Limited early identification and intervention for students at risk of dropping out.

School Processes & Programs

Problem Statement 1: The campus attendance rate of 83.9% remains below the previous year's rate of 87.25%, negatively impacting academic achievement, credit attainment, and graduation outcomes. **Root Cause:** Economic, transportation, and family-related barriers. Limited student engagement and school connectedness. Inconsistent implementation of attendance intervention processes. Inconsistent family engagement.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 6: By June 2027, Justin F. Kimball High School will increase the percentage of Early Bilingual/Emergent Bilingual students achieving Approaches Grade Level or Above on the English I and English II STAAR EOC by at least 10 percentage points from the Spring 2026 baseline, while increasing the percentage achieving Meets Grade Level or Above by at least 5 percentage points. Student progress will be monitored throughout the year through EB-disaggregated common assessment, district assessment, and formative assessment data.

High Priority

Evaluation Data Sources: 2026 and 2027 STAAR English I and English II EOC results disaggregated by EB status; district/common assessments; 9-week assessments; DOL/exit-ticket data; PLC data trackers; TELPAS proficiency and growth data; student intervention/tutorial records; administrative walkthrough and implementation-monitoring data.

Strategy 1 Details		Reviews		
Strategy 1: Early Bilingual students who Did Not Meet (DNM) the standard on prerequisite assessments for English I, English II, Algebra I, Biology, and U.S. History, as well as students scheduled for STAAR retesting, will be individually monitored by name, identified TEKS gaps, language proficiency level, intervention received, and progress toward achieving Approaches Grade Level or higher on the applicable STAAR EOC. Strategy's Expected Result/Impact: Early Bilingual students who previously performed at DNM on prerequisite assessments and students scheduled for STAAR retesting will demonstrate measurable growth toward grade-level mastery. By June 2027, the percentage of Early Bilingual students achieving Approaches Grade Level or above on English I, English II, Algebra I, Biology, and U.S. History STAAR EOCs will increase, with a targeted reduction in the number of students remaining at DNM. Progress will be monitored through common assessments, district assessments, STAAR interim data, and individual student trackers. Staff Responsible for Monitoring: Principal; Assistant Principal overseeing Early Bilingual/English Language Development; LPAC/EB Coordinator; Content Instructional Coaches/Department Chairs; English I, English II, Algebra I, Biology, and U.S. History teachers; Interventionists. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Comprehensive Needs Assessment (CNA) for Justin F. Kimball High School was conducted during the Spring and Summer of 2026 by the School-Based Decision-Making (SBDM) Committee and campus leadership team. Stakeholders participating in the process included administrators, teachers, counselors, parents, community representatives, and business partners. Committee members were selected in accordance with district and campus procedures to ensure representation from key stakeholder groups and to provide diverse perspectives on campus strengths, needs, and priorities.

The committee met throughout the CNA development process to review multiple sources of quantitative and qualitative data. Areas examined included student achievement, academic growth, graduation rates, attendance, College, Career, and Military Readiness (CCMR), Emergent Bilingual performance, Special Education performance, staffing, school processes, family and community engagement, and stakeholder perceptions. Data sources reviewed included TEA Accountability Reports, STAAR End-of-Course results, STAAR Alternate 2 results, TELPAS results, CCMR indicators, graduation and dropout reports, attendance data, Freshman On Track and Senior On Track reports, district assessments, student information system reports, campus surveys, and stakeholder feedback.

Data were disaggregated by student group and analyzed to identify trends, strengths, performance gaps, and root causes impacting student outcomes. The committee used the findings to develop priority problem statements, identify campus strengths, establish performance objectives, and create targeted strategies designed to improve student achievement and support continuous improvement. The CNA findings were then used to guide the development of the Campus Improvement Plan (CIP), ensuring that campus goals, performance objectives, resource allocations, and intervention strategies were aligned to the identified needs of the school.

1.2: Location for Evidence of Multiple Meetings Held

Evidence of multiple stakeholder meetings conducted during the development and review of the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) is maintained by the campus administration and SBDM Committee. Documentation includes meeting agendas, sign-in sheets, meeting minutes, presentation materials, stakeholder feedback, and committee recommendations. Evidence is housed in campus records, shared electronic folders, meeting notebooks, and district-approved platforms used for committee documentation. Meetings included representatives from administration, teachers, counselors, parents, community members, and business partners. Documentation is available upon request and includes records from SBDM meetings, faculty meetings, department meetings, parent engagement meetings, and other stakeholder input sessions conducted throughout the planning process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement Plan (CIP) was developed through a collaborative process involving the School-Based Decision-Making (SBDM) Committee, campus leadership team, teachers, counselors, parents, community representatives, and business partners. The planning process began in Spring 2026 with a review of student achievement, academic growth, attendance, graduation, CCMR, TELPAS, Special Education, staffing, and stakeholder perception data. Throughout Spring and Summer 2026, stakeholders participated in multiple meetings to analyze data, identify strengths and needs, develop priority problem statements, establish performance objectives, and create strategies aligned to the campus

Comprehensive Needs Assessment (CNA).

Drafts of the CIP were reviewed and refined through stakeholder feedback and committee recommendations before final approval. Evidence of stakeholder involvement, including meeting agendas, sign-in sheets, meeting minutes, presentations, and planning documents, is maintained in campus records and electronic documentation folders. The CIP will be monitored throughout the school year through regular leadership team meetings, PLC reviews, SBDM meetings, and progress-monitoring sessions to ensure implementation fidelity and continuous improvement.

2.2: Stakeholders 1114(b)(2)

Justin F. Kimball High School engaged a diverse group of stakeholders in the development, review, and monitoring of the Campus Improvement Plan (CIP). Stakeholders included administrators, teachers, counselors, parents, community representatives, business partners, and members of the School-Based Decision-Making (SBDM) Committee. Feedback was solicited through SBDM meetings, faculty meetings, department meetings, parent meetings, campus surveys, and individual stakeholder consultations.

Stakeholders reviewed campus performance data, identified strengths and needs, analyzed root causes, and provided recommendations regarding campus priorities, performance objectives, and improvement strategies. Input from stakeholders was used to refine the Comprehensive Needs Assessment (CNA) and develop the Campus Improvement Plan to ensure alignment with the academic, social-emotional, and postsecondary readiness needs of students.

Documentation of stakeholder participation, including committee rosters, meeting agendas, sign-in sheets, meeting minutes, survey results, and stakeholder feedback records, is maintained in campus records and electronic documentation folders. These records include the names and stakeholder roles of participants and are available for review upon request.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Justin F. Kimball High School Campus Improvement Plan (CIP) is made available to the district, staff, parents, and community members through district-approved platforms and campus communication channels. The plan is reviewed annually and shared with stakeholders through School-Based Decision-Making (SBDM) Committee meetings, parent meetings, faculty meetings, and other campus engagement opportunities.

The plan is written in a format designed to be understandable to stakeholders and includes campus goals, performance objectives, strategies, and evaluation measures aligned to identified campus needs. Upon request, information regarding the Campus Improvement Plan is provided in a language and format that is accessible to parents and community members. The campus utilizes multiple communication methods, including electronic communication, meetings, and district-supported translation services, to ensure meaningful access for all stakeholders.

The current Campus Improvement Plan is maintained in district-approved systems and campus records and is available for review by parents, community members, district personnel, and other stakeholders upon request.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The Justin F. Kimball High School Campus Improvement Plan is coordinated with federal, state, district, and community resources to support student achievement and postsecondary readiness. Campus initiatives are aligned with Title I, Special Education, Emergent Bilingual, Career and Technical Education (CTE), College, Career, and Military Readiness (CCMR), counseling, attendance improvement, and dropout prevention programs to provide comprehensive support for students.

Campus staff collaborate to coordinate academic interventions, attendance supports, social-emotional services, college readiness programming, and career pathway opportunities. Programs such as Dual Credit, Texas College Bridge, Advanced Placement, Industry-Based Certifications, Attendance for Credit (AFC), Freshman On Track, Senior On Track, and targeted intervention services are integrated into the campus improvement process to address identified student needs.

The campus also collaborates with district departments, higher education partners, community organizations, businesses, and families to expand student access to academic, social-emotional, and postsecondary opportunities. Through coordinated planning and implementation, available resources are aligned to support the goals, performance objectives, and

strategies identified in the Campus Improvement Plan.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation used to evaluate the effectiveness of the Campus Improvement Plan (CIP) is maintained in campus records, district-approved data systems, and electronic documentation folders. Evidence includes meeting agendas, sign-in sheets, meeting minutes, PLC artifacts, walkthrough data, attendance reports, STAAR EOC results, TELPAS results, CCMR data, graduation reports, Freshman On Track and Senior On Track reports, Attendance for Credit records, stakeholder feedback, and other performance indicators aligned to campus goals and performance objectives.

The effectiveness of campus programs and strategies is reviewed throughout the year by the leadership team, Professional Learning Communities (PLCs), and the School-Based Decision-Making (SBDM) Committee. Progress is monitored through periodic reviews of student achievement, attendance, graduation, CCMR, TELPAS, and other campus performance data. Findings are used to determine the effectiveness of strategies, identify needed adjustments, and allocate resources to support continuous improvement.

Annual program evaluation results are documented through the Campus Improvement Plan review process and are incorporated into the subsequent Comprehensive Needs Assessment (CNA). Evaluation findings are used to identify strengths, performance gaps, root causes, and priorities that inform the development of future campus goals, performance objectives, and strategies.